DOCUMENT RESUME

ED 112 028 CE 004 778

TITLE	Home Management and Human Service Competencies.
INSTITUTION	Regional Learning Service of Central New York, Syracuse.
PUB DATE	Jun 75
NOTE	163p.; Report of a project for Cooperative Assessment of Experiential Learning (CAEL)
EDRS PRICE	MF-$0.76 HC-$8.24 Plus Postage
DESCRIPTORS	*Activity Learning; Community Resources; *Comparative Analysis; Decision Making Skills; Family Health; Goal Orientation; Homemaking Skills; *Home Management; Human Development; Interpersonal Competence; *Job Analysis; Money Management; Role Perception; Self Evaluation; *Skills; Surveys

ABSTRACT

Faculty representatives from five postsecondary institutions having human service/human ecology programs and two members of the Regional Learning Service staff comprised a task force whose objectives were to identify competencies acquired through home management which relate to undergraduate course objectives, to recommend ways to assess these, and to recommend criteria for granting undergraduate credit for experiential learning. The task force produced a list of 54 competencies in 10 broad domains. With the checklist of competencies as a common stimulus, 20 homemakers, 25 human service agency administrators, and educators from 19 postsecondary institutions responded to different sets of questions relating to their own work roles. Responses for each group are presented with detailed analysis. Important findings were that home management competencies and domains: (1) are valued by homemakers, (2) are creditable and part of the curricula in postsecondary institutions, (3) are perceived by agency administrators as desirable for agency personnel, and (4) are valued differently by educators than by homemakers and employers. Appended materials include: report of task force activities, the questionnaire used and tabulation of responses for the three groups, statistical analysis of the data, and the first draft of the home management competency list. (Author/MS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED112028

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

Ruth S. Nickse

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

Please direct requests relevant to copyright
to:

Dr. Ruth Nickse
Regional Learning Service
405 Oak Street
Syracuse, New York 13203

ABSTRACT

The Regional Learning Service of Central New York was commissioned by the Steering Committee of the Cooperative Assessment of Experiential Learning (CAEL) Assembly to conduct a study relating home management to human service competencies.

Faculty representatives from five postsecondary institutions with human service/human ecology programs, together with two members of the Regional Learning Service staff, comprised the RLS/CAEL Task Force. The objectives of the project were:

A. To identify knowledge and skills acquired through home management experiences which are specifically related to course objectives of human service and human ecology programs.

B. To recommend means to assess knowledge and skills acquired through home management experiences related to specific course objectives.

C. To recommend criteria for granting credit for relevant home management experience within undergraduate programs in human service and human ecology.

The first product of the Task Force was a list of fifty-four home management competencies in ten broad domains. The Home Management Competencies Checklist generated by the Task Force represents a major contribution to both educational institutions and human service agencies. The checklist concentrates on the identification of generic home management competencies common to educational programs and to agency employment. The list is a conscious effort to illustrate similarities in the value and utility of home management competencies across the contexts of home, educational institutions and human service agencies. Therefore, it stresses management and planning competencies rather than "home arts."

Using the checklist of home management competencies as a common stimulus, survey questionnaires were mailed to three different groups of individuals. Each group responded to a different set of questions which were germaine

4/5

to their roles as homemakers, educators, and human service agency administrators. Analysis of responses reveals some important findings and confirms that the home management competencies and domains: (a) are valued by homemakers, (b) are part of the curricula and are creditable in postsecondary institutions, and (c) are perceived by agency administrators as desirable for professionals and paraprofessionals in their agencies. All competencies identified by the Task Force appeared somewhere in the curriculum of at least one of the nineteen responding institutions. However, educators value the competencies differently than homemakers and employers. This finding has specific implications for the assessment of competencies and the granting of credit for prior learning in postsecondary programs.

The Task Force concludes that there is a high probability that the majority of institutions of higher education would accept the identified home management competencies as creditable and would, if appropriate assessment procedures were available, be amenable to granting credit for prior learning to persons who could demonstrate these competencies in some mutually satisfactory manner.

TABLE OF CONTENTS

Page

I. INTRODUCTION. 1

II. BACKGROUND OF CAEL PROJECT. 5

III. SPECIFIC PROJECT OBJECTIVES 8

IV. PROJECT ORGANIZATION. 9

- A. Role of Regional Learning Service. 10
- B. Composition of the Task Force. 10
- C. Role of Task Force 12

V. PROJECT METHODOLOGY AND ANALYSIS. 13

- A. Home Management Competencies 13
- B. Homemakers' Questionnaire. 18
- C. Human Services Agency Administrators' Questionnaire. 24
- D. The Postsecondary Institution Questionnaire. 34

VI. A COLLEGE REPRESENTATIVE REFLECTS UPON APPLICATIONS OF THE RLS/CAEL FINDINGS. 45

- A. Current Program Information. 45
- B. The Needs of Nontraditional Students 47
- C. RLS/CAEL Applications at Cazenovia 48

VII. COMPETENCY ASSESSMENT 55

- A. Use of Assessments by Educators and Human Service Agencies 56
- B. Structuring Competency Assessments 57
- C. Applied Performance Testing Techniques 58

VIII IMPLICATIONS. 62

APPENDICES

- A. Chronological Proceedings and Approach of Task Force. 67
- B. Homemakers (Letter, Questionnaire, Tabulation) . . . 75
- C. Agencies (List of Respondents, Letter, Questionnaire, Tabulation, Letters from Respondents). 91
- D. Human Service Educators (List of Respondents, Letter, Questionnaire, Tabulation, Letters from Respondents. 109
- E. Summary of Weighted Scores for Each Questionnaire. . 131
- F. Distribution of Responses from Each Sample for Each Set of Competencies 143
- G. First Draft, Home Manager Competencies 155
- H. Members of the CAEL Assembly as of December 1974 . . 163

I. INTRODUCTION

The purpose of the project reported herein was:

A. To identify competencies, acquired through home management which relate to undergraduate course objectives;

B. To recommend means to assess these competencies which relate to specific course objectives; and

C. To recommend criteria for granting credit, within undergraduate programs in human services and human ecology, for experiential learning.

The Regional Learning Service of Central New York developed a process, involving representatives of five area colleges and universities, which focused upon the identification of competencies that might be:

A. Acquired through home management;

B. Credited by postsecondary human services/ecology programs; and

C. Required for performing various roles in human service agencies.

The project grew out of concerns of the Regional Learning Service staff for greater efficiency and equity in education and increased access to jobs for competent women who lack traditional educational credentials. Skilled but uncredentialed women constitute an untapped source of talent and ability for society as well as a new pool of students for postsecondary institutions.[*]

Knowledge and skills acquired by women as they manage homes and care for families[**] can be broadly categorized under such areas as teaching, child care, care of the elderly, family physical and mental health, consumer awareness, and financial management.

---

[*] Although we believe that, at this point in history, this project will primarily benefit women since they have traditionally assumed primary responsibility for home management, we recognize and encourage exceptions and recommend that assessments be open to men as well as to women.

[**] Although not all home managers have had children or elderly people to care for, our project, in an attempt to be as comprehensive as possible, includes competencies individuals may have acquired in caring for children and elderly persons in their homes.

Although there have been several studies demonstrating the value of work performed in the home,[*] society generally discriminates in favor of paid jobs--not counting homemakers as part of the work force and most highly valuing skills which it must concretely reward. The unfortunate consequence is that:

A. Many women can neither identify nor articulate skills used in nonpaid jobs as the same skills that are legitimized by paychecks, and

B. Many women who contribute knowledge and skills as unpaid workers fail to recognize that the knowledge and skills they possess are, in principle if not in practice, academically creditable and economically marketable.

This inaccurate perception undoubtedly contributes to distorted views of self-worth among women who manage homes and to failures to undertake activities that engage their abilities outside the home.

Competencies acquired through home management are, in principle, both academically creditable and economically marketable. This claim is supported by data we collected from 24 two- and four-year postsecondary education programs and 24 human service agencies. Of the 54 competencies we indentified as attainable through home management, most were included as curriculum objectives of respondent educational institutions and regarded as essential or desirable for competent performance in human service positions within respondent agencies. Of those competencies not in the curriculum of respondent educational institutions, most were nevertheless considered creditable at the postsecondary level.

In practice, with the exception of some innovative "home economics" programs,[**] and a few competency-based programs,[***] the connection is usually not made between competencies that may be acquired through managing a home and competencies required for performance in a wide range of occupational roles for which colleges and universities prepare students--particularly professional and paraprofessional roles in human service agencies. As a result, there has been little demand for techniques and measures that would enable postsecondary institutions to grant academic credit to individuals who had not taken formal courses but who could nevertheless demonstrate fulfilment of course objectives.

---

[*] For example, see Kathryn Walker and William Gauger, "The Dollar Value of Household Work," an Information Bulletin, College of Human Ecology, Cornell University, Ithaca, New York, March 1973.

[**] And, even here, the emphasis is often on crafts acquired through home management rather than upon more generic competencies.

[***] For example, the competency-based Human Services program of the College for Human Services in New York City.

The situation within human service agencies is not unsimilar. Agencies have become increasingly dependent upon academic credentials as a means of determining the qualification of applicants, and agency administrators usually have not made the connection between home management competencies and those required to perform competently in roles within their organizations. There is, however, a growing awareness of the contributions to be made by mature adults with a richness of life experience to the human services and a (perhaps not unrelated) diminishing confidence in the value of academic credentials as indicators of potential to perform competently in work roles. But, as with educators who might recognize the connection between competencies acquired through home management and their course objectives, agency administrators who might see home management competencies as related to job performance in their organizations are handicapped by the absence of appropriate assessment measures--measures which, if available, would allow certification to the marketplace of competencies acquired through home management on the part of educational institutions and provide an alternative to formal educational prerequisites for human service agency positions.

There is an enormous distance to be traveled in developing the state of the art in competency specification and assessment before people are no longer required by academic institutions and agencies to repeat lessons already learned in order to obtain an educational credential or to secure a job. We view the RLS/CAEL project--which will be used as a basis for developing assessment measures--as a step in the direction of more rational requirements and a demonstration of the feasibility of other such projects. Moreover, we hope that, as a result of our findings, competencies acquired through home management will be given credence by educators and employers.

II. BACKGROUND OF RLS/CAEL PROJECT

The CAEL project,* of which this study is a part, addresses the need of postsecondary educational institutions for assessment measures that would allow the institutions: (a) to improve assessment of student performance to determine their educational progress and level of achievement, and (b) to award credit for learning acquired through nonacademic experience.

Among innovative academic programs, there has developed considerable dissatisfaction with traditional paper-and-pencil, multiple-choice tests as a means for measuring attainment relating to a wide range of educational objectives. Many programs reject the notion of subject-matter mastery as mere recall of facts. They ask, rather, that students demonstrate an ability to integrate and apply their knowledge and skill in the competent performance of tasks which closely resemble those performed in the nonacademic world. This has generated a demand for innovative assessment techniques and instruments.

The CAEL project addresses this need in an attempt to improve the state of the art in what is called "applied performance testing." The assessment measures under development acknowledge the enriched notion of subject-matter mastery of innovative educational practitioners and are meant to be useful to programs that wish to award credit for learning acquired through nonacademic experience.

---

*Institutions participating in the Cooperative Assessment of Experiential Learning (CAEL) include:

Antioch, Yellow Springs
El Paso Community College
Empire State College
Florida International University
Framingham State College, Massachusetts
Minnesota Metropolitan State College
New College, University of Alabama
Thomas Edison College
San Francisco State University
California State Colleges and Universities
Educational Testing Service

In addition to the cooperative institutions listed above, there are over one hundred educational institutions and agencies who are members of the CAEL Assembly. They are listed in Appendix H.

Some institutions, several of which are represented in the CAEL assembly, have adopted the philosophy that it does not matter whether or not students acquire their abilities through formal or informal educational activities. What does matter is that they meet the institution's standards for the award of academic credit. In implementing this philosophy, they have undertaken the fundamental tasks of clarification of educational goals and specification of performance objectives. That is, in order to select and use assessments to grant credit for experiential learning, an institution must first be specific about the objectives of its courses and programs. Logically, "advanced academic standing" must relate to a set of eduational goals toward which students advance.

It is our judgement that the assessment procedures developed by the CAEL projects will prove most useful to competency-based academic programs since they are typified by greater specificity of objectives. However, it is our hope that the CAEL projects will prove an impetus for traditional institutions to investigate how assessment of experiential learning can increase access to their programs for experienced adults.

From the broader societal perspective within which postsecondary education operates, the products of the CAEL projects may be viewed as contributing to the improvement of educational efficiency and equity. Educational efficiency is increased when it becomes unnecessary for students to pursue studies--the learning objectives of which have already been met--merely to obtain academic credit. Educational equity is increased when it becomes unnecessary for students from poor families to pay for and take valuable time acquiring a formal education or portions thereof--the learning objectives of which they have already met--merely to obtain academic credit toward a credential.

Given the broader objectives of the CAEL project discussed above, focuses selected for development were those for which there was considerable likelihood that academically creditable competence could have been acquired through nonacademic experience. It was in this context that the study on home management and human services was undertaken by the Regional Learning Service of Central New York and a Task Force of faculty members from five area colleges and universities.

III. SPECIFIC PROJECT OBJECTIVES

The CAEL project commissioned the Regional Learning Service of Central New York to investigate the relationship between experiential learning in home management and human service competencies. RLS drew together faculty delegates from five institutions with programs in human services, community services, and human ecology for ten work sessions to accomplish three objectives:[*]

A. To identify knowledge and skills acquired through home management experiences which are specifically related to course objectives encompassed in human service and human ecology programs.

B. To recommend means to assess knowledge and skills acquired through home management experiences which relate to specific course objectives.

C. To recommend criteria for granting credit for relevant home management experience within undergraduate programs in human services and human ecology.

To this end, answers were sought to the following questions:

A. What competencies do housewives consider important or useful in home management practice?

B. What competencies, attainable through home management, do human service agencies view as essential, desirable, or undesirable for professionals and paraprofessionals in their organizations?

C. Which competencies, attainable through home management, are objectives of learning experiences for which credit is currently offered at educational institutions?

D. What is the top level at which educators believe the identified home management competencies merit credit?

---

[*] The proceedings of the ten work sessions are included as Appendix A.

IV. PROJECT ORGANIZATION

The Regional Learning Service of Central New York is a new educational support agency designed to counsel, facilitate, and assess external learning experiences for adult learners in a five-county area of Central New York State. Established in January 1973 within the Syracuse University Research Corporation (SURC),* but not affiliated in any way with Syracuse University, the organization was developed by local educators and representatives of the public, catalyzed and coordinated by the Policy Institute of SURC under the chairmanship of Stephen K. Bailey.**

The Regional Learning Service acts as a secretariat for the External Degree Planning Consortium for Central New York State. The Consortium was established in 1971 to support nontraditional educational activities and includes all 15 colleges and universities--public and private, two-year and four-year--in Syracuse and the surrounding five counties.*** The Regional Learning Service, as an organization separate from but with linkage to a variety of educational institutions, is able to enlist the cooperation of Consortium members in multi-institutional efforts relating to nontraditional educational activities. Therefore, the task force for this project was assembled from this Consortium.

---

*SURC was organized by Syracuse University in 1957 as an independent, not-for-profit research and development organization chartered by the Board of Regents, as an "educational corporation." SURC engages in problem-oriented research and development in the physical and social sciences, with a strong emphasis on educational planning, innovation, and finance.

**Stephen K. Bailey, now Vice-President of the American Council on Education, is a major consultant to the Regional Learning Service.

***Auburn Community College, Cazenovia College, Colgate University, Cortland State College, Empire State College, LeMoyne College, Maria Regina College, Morrisville Agricultural and Technical College, Onondaga Community College, Oswego State College, State University Center at Binghamton, State University College in Oneonta, Syracuse University, College of Environmental Science and Forestry at Syracuse, Tompkins/Cortland Community College, Upstate Medical College (SUNY), Wells College.

A. Role of Regional Learning Service

The role of the Regional Learning Service in this CAEL effort was that of facilitator/coordinator; it assumed responsibility for the project design, convening and setting of agendas for task force meetings, reproduction and mailing of questionnaires, and production of the final report. Ruth S. Nickse, Ph.D., RLS Coordinator of Assessment, served as project director and Task Force convener. Sheila M. Huff, Research Fellow, performed many of the research and writing tasks.

The Regional Learning Service selected the Task Force according to the following criteria:

1. That the participating postsecondary institutions offered programs in human ecology, human services and/or community service;
2. That the institution had personnel with broad-based experience in these fields who were willing to participate on the Task Force; and
3. That the Task Force representatives were policymakers within these institutions.

B. Composition of the Task Force

Five of the fifteen cooperating institutions had degree programs in human service/ecology or community education and met the criteria for selection. The names of the particpating institutions and a brief description of the program at each institution follows.

Two-Year Institutions

1. Cazenovia College, Cazenovia, New York.

   Human Service option within the AA degree. Designed to prepare students for further education in human services/social work as well as to prepare them with skills suitable to entry level positions within the human service/social work profession. The college was represented by Lionel

I. Dannick, Ph.D., Professor of Sociology and Acting Academic Dean, who formerly directed and coordinated Cazenovia College's Human Services Concentration.

2. Onondaga Community College, Syracuse, New York.

The Human Services Program of Onondaga Community College is designed for those who desire to help others in a variety of special areas including Teaching, Social Services, Child Development, and Community Mental Health. The program leads to an Associate in Applied Science Degree. The curriculum is designed to include Liberal Arts and Human Service courses which will equip a graduate to either move immediately into a direct service employment position or transfer to a four-year baccalaureate program. The two-year program encompasses three semesters of supervised internship experiences, specifically selected and designed in accordance with the student's interests, learning needs, and future career goals. The college was represented by Patricia Carroll, M.S.W., Community Mental Health Project Director, Human Services Department.

3. Tompkins-Cortland Community College, Dryden, New York.

The Human Services curriculum at Tompkins-Cortland is so designed that the student's classroom experience is built upon field experience gained from direct service within a community agency. While the specific functions vary greatly, depending upon the particular agency in which the individual is placed, the human service specialist will be prepared to work in such fields as education, child care, social services, mental health, and home health care. TC-3's Human Services Program is in the Department of Public and Community Services and grants the AAS degree and certificate. Tompkins-Cortland Community College was represented by Robert White, M.S.W., Chairman of the Department of Public and Community Services.

Four-Year Institutions

1. Cornell University, Ithaca, New York.

The College of Human Ecology (CHE) of Cornell University was formerly the College of Home Economics. CHE offers the BS degree. Among the various programs of CHE those which are relevant to the RLS/CAEL project include home economics education for the public schools; the undergraduate social work program; the consumer education/

home management/family decision-making program; and the program for early childhood developmental child care specialists. Cornell was represented by Joan Wright, Ph.D., Assistant Professor, Department of Community Services Education.

2. Syracuse University, Syracuse, New York.

The College for Human Development of Syracuse University is concerned with the study of human beings from infancy through adulthood and is dedicated to the improvement of the physical and social milieu in which people grow and develop. It offers a B.S. degree in Human Development as well as graduate degrees. Among the programs of the college relevant to the CAEL project are those in Nutrition, Human Growth and Development, Food, Housing, Clothing, Consumer Studies, Family Relationships (including home management), Early Childhood Education, Home Economics Education, Community Services (undergraduate social work), Retailing, and Public Communications. Work/study experiences are available in local schools, hospitals, social service and public housing agencies, and in local media offices. Programs in the School of Education are also relevant to the CAEL project. Syracuse University was represented by Margaret Charters, Ph.D., Assistant Professor, dually appointed in the College for Human Development and the School of Education.

Task Force representatives hold positions in these institutions as professors, heads of departments, and program directors. Although initiation of institutional change was not an objective of the project, it was hoped that influential Task Force members might, as a result of project participation, initiate policy review in connection with granting academic credit for informal learning.

C. Role of the Task Force

The Task Force convened in Syracuse in September 1974. Ten meetings were held throughout the fall of 1974 and spring of 1975.* As a group, the Task Force and two members of the RLS staff designed the project methodology, the instruments for data collection, and approved the final report. Task Force members also worked on the project individually, contacting agencies and educators to act as questionnaire respondents, analyzing the data, and writing portions of the final report.

---

*The proceedings of these meetings are included as Appendix A.

V. PROJECT METHODOLOGY AND ANALYSIS

A. Home Management Competencies

A set of fifty-four home management competencies was identified and defined by the RLS/CAEL Task Force following the procedures described in Appendix A. The set has been clustered in related areas for ease of discussion in the following presentation. These related areas are referred to in the discussion and the tables as "domains." The ten domains are: (1) Home Management (Goal Setting); (2) Individualized and Group Decision-Making; (3) Interpersonal Relations in Family and Community; (4) Understanding Self; (5) Human Development; (6) Mobilizing Community Resources; (7) Developing and Adapting Physical Environments; (8) Handling Goods and Services; (9) Home Health; (10) Business and Family Finance. The list of competencies categorized into domains is presented in Table I.

It was decided to compile reactions to the competencies from homemakers, agency administrators, and educators. The questionnaires used appear in Appendices B through D, together with tabulations of their responses. The decision to develop and use these questionnaires was based on the following considerations:

1. Some members of the team were faculty in home economics programs. We wished, therefore, to test the list of competencies we generated and considered important in home management against the opinions of home managers who did not share the academic perspective of most members of the team.
2. We thought that the opinions of agency administrators as to the importance of competencies, attainable through home management, for the performance of jobs within their agencies would add an interesting dimension to our analysis.
3. Information on whether the competencies we identified were included among the course objectives of colleges and universities was considered critical; and we wished to poll the opinions of postsecondary educators as to the top level of credit merited by these competencies.

TABLE I

RLS HOME MANAGEMENT COMPETENCIES LIST

DOMAIN	COMPETENCY NUMBER	
1.		Demonstrate knowledge and skills in the process of home management (goal setting) by being able to:
	1.	Identify desired goals/outcomes.
	2.	Assess appropriateness of desired outcomes/goals relative to: a. Satisfying values. b. Possibility of achievement. c. Conflicts and costs.
	3.	Identify alternative resources necessary to accomplish outcomes/goals.
	4.	Identify the sequence and timing of tasks necessary to achieve outcomes/goals.
	5.	Assign responsibilities for performing tasks.
	6.	Evaluate performance of tasks by providing feedback, rewards, criticism, etc., where appropriate in the progress toward the outcome/goal.
2.		Demonstrate knowledge and skills in the area of individual and group decision-making by being able to:
	7.	Develop ground rules for participating in decision-making.
	8.	Identify appropriate steps in the decision-making process.
	9.	Implement appropriate steps in collective decision-making processes.
	10.	Accept responsibility for decisions.
3.		Demonstrate knowledge and skills in interpersonal relations in family and community by being able to:
	11.	Express own feelings and needs.
	12.	Enable others to express feelings and needs.
	13.	Accurately perceive and respond to others' feelings and needs.

DOMAIN	COMPETENCY NUMBER

14. Implement appropriate behaviors with individuals and small groups to communicate:
    a. Support.
    b. Criticism.
    c. Advocacy.

15. Identify effective methods of discipline (including self-control).

16. Facilitate and establish communication between age, sex, ethnic, racial, or religious groups.

17. Identify appropriate roles for individuals of different ages and in different situations.

18. Implement appropriate roles in helping others problem solve (i.e., teacher, consultant, advocate, etc.).

19. Tutor children.

4. Demonstrate an understanding of self by being able to:

20. Identify own abilities.

21. Identify own interests.

22. Identify own values and their order of importance.

23. Identify own basic and strongly held beliefs.

24. Identify own potentials and opportunities for development.

25. Identify own learning needs.

26. Identify own goals for self-improvement.

5. Demonstrate knowledge and principles of human development by being able to:

27. Identify the physical, intellectual and emotional needs of individuals at different stages of human development.

28. Describe a range of indicators of normal development for individuals.

29. Describe some indicators of abnormal development for each stage.

30. Describe some major influences on human development.

31. Describe how various aspects of development influence each other.

DOMAIN COMPETENCY NUMBER

6. Demonstrate knowledge of, and skill in, mobilizing community resources by being able to:

32. Describe methods for identifying and evaluating community resources in the areas of:

- a. Medical.
- b. Emergency.
- c. Financial.
- d. Legal.
- e. Cultural.
- f. Recreational.
- g. Educational.
- h. Rehabilitation.
- i. Government.
- j. Religious.

33. Use community resources effectively.

34. Match resources and needs of individuals and family.

35. Develop appropriate resources where none are available.

7. Demonstrate knowledge and skill in developing and adapting physical environments for individuals and families (i.e., space, light, color, design, location) by being able to:

36. Identify and evaluate elements which determine the quality of physical environments.

37. Create physical environments with specified characteristics.

8. Demonstrate knowledge and skills in handling goods (capital and soft) and services by being able to:

38. Select goods and services on the basis of careful comparisons of such factors as cost, durability, safety, reliability, etc.

39. Use goods and services safely and efficiently.

40. Repair or provide for the repair of goods.

41. Maintain or provide for the maintenance of goods.

42. Negotiate the purchase, exchange, or sale of goods and/or services.

DOMAIN   COMPETENCY NUMBER

9. Demonstrate knowledge and skills in providing home health care (First Aid, Safety) by being able to:

43. Plan and prepare meals that meet requirements for good nutrition.

44. Apply simple first aid techniques.

45. Identify hazardous conditions and employ preventive safety measures.

46. Recognize the need for professional medical and emergency resources.

47. Observe and report situations clearly and accurately.

48. Identify methods of prevention and treatment of common illnesses.

49. Identify conditions that affect:

    a. Physical health.
    b. Mental health.

10. Demonstrate knowledge and skill in the area of business and family finance by being able to:

50. Identify costs in the operation of a family project and budget resources accordingly.

51. Manage and evaluate family budget (e.g., expenses, insurance, savings, use of credit, etc.).

52. Establish a record-keeping system for family income and expenses.

53. Deal appropriately with business forms (such as those related to purchasing, taxes, insurance, credit agreements, housing, etc.).

54. Maintain good business correspondence practice.

B. Homemakers' Questionnaire

The criteria used for selecting home managers were:

1. That diverse incomes be represented.[*] (Two groups of 20 each were selected from middle- and lower-income categories, respectively.)
2. That the respondents had managed a household for at least five years.
3. That there were children in the household.
4. That there was no hired help for managing the home other than occasional cleaning assistance.
5. That the respondent did not hold a degree in home economics.

Twenty (female) homemakers from the Syracuse area, meeting these criteria and representing educational attainment levels from high school through graduate school, were asked to indicate whether they considered each listed competency important, useful, or unimportant in home management. A response of "Important" was given a weight of "+2"; a response of "Useful," "+1"; and a response of "Unimportant," "-1". This weighting made it possible to attribute a single indicator of the relative ordering of opinion about each competency among homemakers. The arithmetic mean of the weight of the competencies within a "domain" yielded a single rating for that domain.

a. Ranking of Domains

The weighted mean scores for each domain, as ranked by the homemakers, is presented in Table II.

The homemakers considered the Home Health domain the most important and the Group Decision-Making domain the least important.

---

[*] See proceedings of the fourth and fifth meetings in Appendix A for an explanation of why data from interviews of lower-income respondents were not included in the analysis.

TABLE II

HOMEMAKERS' RANKING OF IMPORTANCE OF COMPETENCY DOMAINS*
CLASSIFIED BY MEAN VALUE OF WEIGHTED SCORES**

(N = 20)

DOMAIN RANK	COMPETENCY DOMAIN	WEIGHTED MEAN SCORES**
1	Home Health	1.93
2	Goods and Services	1.84
3	Understanding Self	1.68
4	Goal Setting	1.64
5	Human Development	1.63
6	Family Business and Finance	1.57
7	Interpersonal	1.42
8	Community Resources	1.31
9	Create Physical Environment	1.15
10	Group Decision Making	1.14

*Question asked on questionnaire: Are these competencies Important, Useful, or Unimportant in home management?

**Weighting code: Important (+2); Useful (+1); Unimportant (-1); No Response (0).

It should be noted that not all domains have the same number of competencies within them. In most cases, the weights for individual competencies showed little variance within domains, but in a few instances the average weight was affected by a badly skewed score. The most extreme case of this occurs in the domain of Group Decision-Making where competency No. 10, Accepts Responsibility for Decision-Making, at a weight of 1.95, has one of the highest individual competency rankings. Competencies No. 8 and No. 9, Identify and Implement Appropriate Steps in Decision-Making Process, with weights of .60 and .80, are within the same domain. This gives an average weighting in that domain of 1.14 which ranks the domain lowest despite the high ranking of one competency within it. The ranking of competencies by domains and clusters is, therefore, affected by the degree of variance within clusters.

A more accurate, though less manageable, ranking may be obtained by examining the competencies individually by their weights. A complete list appears in Appendix E.

b. Ranking of Individual Competencies

According to the weighting convention used, the score for any competency might range from -1.00 to 2.00. A competency checked "Important" by all homemaker respondents would have a weighted mean score of 2.00, the highest weighting possible. Thus, it can be assumed that those individual competencies which received this score were considered unanimously most "Important." Two of the competencies, of the total of 54 listed, reached this maximum scoring, and several others were close. They were competencies No. 44 and No. 46, Apply Simple First-Aid Techniques and Recognize the Need for Professional Medical and Emergency Resources.

The weighting convention using "-1" for "Unimportant" and "0" for "No Response" identifies two individual competencies between 0.00 and -1.00, which could be considered as "not valued" by the homemakers.

These were the two competencies numbered No. 8 and No. 9, Identify and Implement Appropriate Steps in Decision-Making. The weighted mean scores of the remainder of the competencies are distributed between 1.00 and 2.00, with thirty competencies, or 56 percent of the list, having a mean score between 1.65 and 2.00. Thus, homemakers quite clearly consider the majority of the listed competencies important or useful.

The six competencies homemakers most highly rated by weighted mean scores are listed below. Four of these individual competencies were included in one domain, Health.

These six competencies are:

Competency Number		Weighted Mean Score	Domain
10.	Accept responsibility for decisions.	1.95	Decision-Making.
12.	Enable others to express feelings and needs.	1.95	Interpersonal
43.	Plan and prepare meals.	1.95	Health
44.	Apply simple first aid techniques.	2.00	Health
46.	Recognize need for professional medical and emergency resources.	2.00	Health
49.	Identify conditions that affect physical/ mental health.	1.95	Health

It should be noted that the format of the questionnaire did not elicit whether, in fact, the respondent had acquired the competency in question or felt, in contrast, that it might or should be acquired in some "ideal" home management situation.* Also, two respondents noted that the categories of "Important" and "Unimportant" favored the "Important" response. Said one, "I would think the words "essential" and "not essential" might have made the choice easier--with the present choices, I was inclined to check all of them important--and I think there is a difference between "essential" and "important." In retrospect, we wish we had asked if the competencies were considered "critical," "useful but not critical," or "unimportant" in managing a home. Also, we would like to have asked, "If you have this competency, was it acquired primarily: (a) in the home or (b) in a formal setting like a school or class?"

---

*We decided that the sample was too small to enable us to use such information in our analysis. Furthermore, we thought respondents might object to answering the former question.

The importance assigned to emergency health care needs little explanation. Who, among us, has not at some time wished we had greater competence in this area.

Since it is easier to speculate on the competencies not valued than on those most valued, competencies No. 8 and No. 9, dealing with Identifying and Implementing Steps in the Decision-Making Process, are interesting. They contrast sharply with competency No. 10, which deals with Accepting Responsibility for Decisions which received a very high rating (1.95). Several inferences can be drawn concerning competencies No. 8 and No. 9. Although academics may separate out distinct steps in the decision-making process, homemakers, who engage in much decision making, do not consciously "label" their thoughts as separate processes of the function "decision-making." In regarding these competencies as unimportant, one respondent noted that "most of these decisions are spontaneous and come up quickly." However, the homemakers clearly consider, as one of the six most important competencies, Accepting Responsibility for Decisions (Competency No. 10). Another provocative explanation for the low ranking of these competencies might be that those who make the decisions in the household shift the burden for assuming the responsibility for the implementation of the decisions to others(!).

The task force agrees that some ambiguity in the language and format of the questionnaire affected responses. For example, Tutor Children (Competency No. 19) was not considered important by homemaker respondents. The intent of the competency was to determine if teaching in the home, in both a formal and informal sense, was valued by the homemakers. The wording, "tutor children," might have been taken as implying a formal instructional situation with an academic focus. In fact, it was assumed by the Task Force that the unfortunate wording of the descriptor of such an important competency (whether the teaching be formal or informal, of adults or children, for academic or socialization purposes) was directly related to its low evaluation by all three respondent groups. Therefore, the decision was made to omit the item from our statistical analysis. Worded more clearly, the results might have been quite different, as it seems to the Task Force that teaching is an important activity in homes, instructional institutions and agencies.

Another example of item ambiguity, Create Physical Environments with Specified Characteristics (Competency No. 37) was also not valued, by homemakers, and was perhaps misunderstood. "If you mean create, 'colonial environments', or something--"no"--if you mean 'warm and homelike'--"yes", one respondent replied. The Task Force did mean to emphasize appropriateness of the environment for the activities that take place in that setting. Wording of the competencies list, to convey meaning to all three target populations, posed a difficult problem. If more time had been available, the questionnaires could have been field-tested and the ambiguities significantly decreased.

Comments by home manager respondents were thoughtful, stimulating, and helpful in providing the Task Force with home managers' interpretations of the competencies. Some comments were expansions of the briefly worded competencies; some were additions to the list of competencies. A sampling of these comments follows.

c. Homemakers' Suggestions for Additions to List of Competencies

- "having awareness of Better Business Bureau, consumer affairs, child care centers, legal aid, credit information, interest and loan information." (Related to Domains 6 and 10, although not specified.)

- "Be able to drive a car"; "sewing."
- "some recognition for providing for elderly family members."
- "organizing and planning tasks to make the best use of time and cause as little disruption as possible."

d. Homemakers' Comments on the Competencies

- "...no attention is paid to the whole person, only the parts: the parts are important but not sufficient to enable you to form a useful evaluation of competence in home management."
- "It seems to me that most of the skills are important in the successful management of a home--that is, if a person had all of them, the venture would be well managed."

One respondent suggests, in a rather interesting framework, the competency or "skill of the juggler!"

> "The problem with this approach to describing what homemakers do is that almost all of these items are, of course, very useful--once translated from the sociological jargon. The question is, how much time do most women have to be so efficient, even if by education or inclination they know how? Women have such tremendous pressures to be diligent mothers, homemakers, and at the same time work or attend school. Often under such stresses and pulls, one simply has to muddle through. The skill of the juggler is, indeed, what employers get when they hire a homemaker-mother. This is the competency that often takes years to develop...".

C. The Human Services Agency Administrators' Questionnaire

The criteria used for selecting human service agency administrators were:

1. The agencies in which they were employed should represent various human service specializations including Special Education, Care for the Elderly, Corrections, Mental Health, Physical Health, Vocational Rehabilitation, Family Services, Youth Services, Homemaker Services and Cooperative Extension.

2. The agencies should be known to employ paraprofessionals as well as professionals.
3. The agencies should represent both the public and private sector.

The agencies in which respondent administrators are employed are, with one exception, located in Central New York. The list of agencies selected appears in Appendix C.

The agency administrators were asked to make the judgment whether or not the competencies were considered essential, desirable, not needed or undesirable for professionals and paraprofessionals in their organizations.* A response of "Essential" was given a weight of "+2", a response of "Desirable" was coded "+1", Not Needed" was coded "-1", and "Undesirable", "-2". Again the arithmetic mean of the competencies within a "domain" yielded a single rating for that domain.

1. Ranking of Domains

Table III summarizes the agency administrators' responses to the competency domains for both professionals and paraprofessionals. They are ranked by weighted mean scores. For professionals the agency administrators considered Community Resources and Goal Setting as the most essential of the ten domains. Seven of the ten domains were highly valued. Their weighted mean scores ranged from 1.52 to 1.81. Little difference existed between them. For professionals, two domains ranked far below the rest with weighted scores of 0.84 and 0.57. Create Physical Environments and Goods and Services were the same two domains that were ranked lowest for paraprofessionals, and rated only scores of 0.73 and 0.55 for them.

---

*The opinions of respondent agency administrators do not necessarily concur with those of their coworkers, nor do they necessarily reflect official agency policies.

TABLE III

HUMAN SERVICE AGENCY ADMINISTRATORS' RANKING OF THE DESIRABILITY* OF COMPETENCY DOMAINS FOR PROFESSIONALS AND PARAPROFESSIONALS CLASSIFIED BY MEAN VALUE OF WEIGHTED SCORES**

Professionals			Paraprofessionals		
Domain Rank	Competency Domain	Weighted Mean Scores	Domain Rank	Competency Domain	Weighted Mean Scores
1	Community resources.	1.81	1	Understanding self.	1.58
2	Goal setting.	1.74	2	Home health.	1.48
3	Interpersonal.	1.68	3	Interpersonal.	1.29
4	Understanding self.	1.63	4	Goal setting.	1.17
5	Human development.	1.61	5	Family business and finance.	.92
6	Decision-making.	1.59	6	Decision-making.	.83
7	Family business and finance.	1.52	7	Community resources.	.83
8	Home health.	1.37	8	Human development.	.78
9	Create physical environments.	.84	9	Goods and services.	.73
10	Goods and services.	.57	10	Create physical environments.	.55

*Question asked on questionnaire: Are these competencies considered Essential, Desirable, Not Needed, Undesirable, for Professionals and Paraprofessionals in your organization?

**Weighting code: Essential: (+2); Desirable: (+1); Not Needed: (-1); Undesirable: (-2).

Only one domain, Understanding Self, was given a weighted mean score for paraprofessionals as high as the top seven domains for professionals. Weighted mean scores for the remainder of the domains for paraprofessionals tended to cluster below 1.00 or in the "less than desirable" range.

The selection by agency administrators of Understanding Self as the most important domain of "competence" for paraprofessionals (while, in comparison, it ranks fourth in importance for professionals) may reflect the following situation:

a. The "New Careers Movement" within the human services has led many agencies to see the value in hiring paraprofessionals from backgrounds similar to those of their clients for roles involving direct client contact.

b. The "New Careers Movement" has promoted a recognition that these roles can be adequately performed by persons who lack postsecondary education credentials.

c. Agencies which employ the respondent administrators have hired paraprofessionals with a broad range of educational backgrounds (some lacking high school diplomas and many holding higher degrees) and may have transferred the majority of tasks involving direct client contact--roles previously filled by trained professionals--to these individuals.

d. It is considered important that agency personnel, having direct contact with clients, understand the similarities and differences between their values and those of the clients.

e. Since the paraprofessionals in their agencies have more direct contact with clients than do the professionals, it is therefore relatively more important that paraprofessionals have self-knowledge--specifically, an awareness of their own values.*

---

*If our speculations are sound (they are amenable to empirical confirmation), the current distinction between human services "professionals" and "paraprofessionals" is certainly confused and possibly spurious. Careful studies of actual knowledge and skill requirements for competent performance of tasks in human service agencies should be undertaken to determine if there is, indeed, any legitimate basis for the "professional/paraprofessional" distinction--a distinction that perpetuates significant status and income differentials among human service workers.

2. Ranking of Individual Competencies

The most significant information collected from this questionnaire reflected the fundamental difference between those competencies considered by administrators as essential for the professional and those considered essential for the paraprofessionals in the respondent agencies. The competencies the agency administrators scored highest as "Essential" or "Desirable" for professionals are listed below. The possible range for any competency is -2.00 to +2.00.

Competency Number		Weighted Mean Score	Domain
1.	Identify desirable goals/outcomes.	1.89	Goal Setting.
13.	Accurately perceive and respond to others' feelings and needs.	1.86	Interpersonal.
32.	Describe methods for identifying and evaluating community resources.	1.89	Community Resources.
33.	Use community resources effectively.	1.93	Community Resources.

Competencies which are regarded by the agency administrators as "Not Needed" by professionals are as follows:

Competency Number		Weighted Mean Score	Domain
37.	Create physical environments with specified characteristics.	0.57	Physical Environment.
40.	Repair or provide for the repair of goods.	-0.04	Goods and Services.
41.	Maintain or provide for the maintenance of goods.	0.07	Goods and Services.
42.	Negotiate the purchase, exchange or sale of goods and/or services.	0.33	Goods and Services.
43.	Plan and prepare meals.	0.78	Health.

Although the same weighting convention was used to score responses for both groups, no individual competency, when scored for paraprofessionals, attained as high a rating as it did when it was rated for professionals. Domain weighted mean scores for paraprofessionals were also uniformly lower. No competencies scored between 1.85 and 2.00 for paraprofessionals. The three competencies that ranked the highest for paraprofessionals were:

Competency Number		Weighted Mean Score	Domain
20.	Identify own abilities.	1.72	Understanding Self.
46.	Recognize the need for professional medical and emergency resources.	1.76	Health.
47.	Observe and report situations clearly and accurately.	1.83	Health.

Competencies rated by human service agency administrators as "Not Needed" or "Undesirable" for paraprofessionals included 37 percent of those listed. They are:

Competency Number		Weighted Mean Score	Domain
5.	Assign responsibilities for performing tasks.	0.57	Goal Setting.
7.	Develop ground rules for participating in decision-making.	0.68	Decision-Making.
9.	Implement appropriate steps in collective decision-making process.	0.82	Decision-Making.
17.	Identify appropriate roles for individuals of different ages and in different situations.	0.58	Interpersonal.
18.	Implement appropriate roles in helping others problem solve.	0.93	Interpersonal.
27.	Identify the physical, intellectual and emotional needs of individuals at different stages of human development.	0.86	Human Development.
28.	Describe a range of normal development indicators for individuals.	0.72	Human Development.
29.	Describe some indicator of abnormal development for each stage.	0.72	Human Development.

Competency Number		Weighted Mean Score	Domain
30.	Describe some major influences on human development.	0.93	Human Development.
31.	Describe how various aspects of development influence each other.	0.66	Goal Setting.
34.	Match resources and needs of individual and family.	0.89	Community Resources.
35.	Develop appropriate resources where none are available.	0.17	Community Resources.
36.	Identify and evaluate elements which determine the quality of physical environments.	0.66	Physical Environments.
37.	Create physical environments with specified characteristics.	0.45	Physical Environments.
40.	Repair or provide for repair of goods.	0.55	Goods and Services.
41.	Maintain or provide for the maintenance of goods.	0.50	Goods and Services.
42.	Negotiate purchase, exchange or sale of goods and/or services.	-0.04	Goods and Services.
52.	Establish a record-keeping system for family income and expenses.	0.76	Business and Finance.
53.	Deal appropriately with business forms.	0.97	Business and Finance.
54.	Maintain good business correspondence practice.	0.45	Business and Finance.

3. Discussion

Examination of these data reveals the contrast between competencies considered essential for professionals and paraprofessionals. Since the Task Force did not define "professional" nor "paraprofessional", this distinction was made by the respondent agency personnel.* The agencies which were selected to receive questionnaires were quite diverse, ranging from day care centers for children to geriatric treatment centers. The degree of training and the roles and functions filled by both the paraprofessionals and professionals is also quite diverse. The data reveal that less than five of the agencies employ persons as paraprofessionals who do not have at least a high school diploma; indeed, paraprofessionals, in some cases, have associate as well as baccalaureate degrees.

---

*Mostly administrators. See positions held by respondents in Appendix C.

The portion of the questionnaire requesting "comments" further confirms this diversity. One administrator stated that "both professionals and paraprofessionals in our agency must be able to interpret fairly complex program requirements in such a way as to maximize people's ability to use resources and services." The same respondent says, of the paraprofessionals within the agency, that "most are high school graduates or are working toward high school equivalency. One or two have taken some college-level human service courses." Another administrator, in extensive comments delineating the expectations for a professional versus a paraprofessional, emphasized that leadership, responsibility, and greater skill and knowledge are "more essential" for the professional than for the paraprofessional. However, the program referred to has sharper role distinctions than those of other respondent agencies (i.e., employs 600 paraprofessionals whose education ranges from grade school to postsecondary completion). An administrator from a smaller and more loosely structured agency, in commenting on the fact that educational levels vary from grade school to college graduate at the paraprofessional level, noted that "performance does not seem to directly correlate to educational level. More important are a genuine interest in people, responsibility, ability to follow directions, and motivation."

Another agency administrator stated that staff that handles "physical environment, finances, community relationships and the myriad of 'hard services' that a family needs to begin the rehabilitative process" are, by so doing, known as "paraprofessionals."* They have varied educational credentials.

We conclude from the data that expectations for paraprofessionals and professionals differ among agency administrators, and roles categorized as "professional" and "paraprofessional" vary considerably among agencies. Further, it appears that most of these agencies would require a baccalaureate degree in a relevant major for their "professionals," but that individuals having baccalaureate degrees in relevant majors might find themselves classified as "paraprofessionals."

---

*This is not a typographical error.

Furthermore, paraprofessionals appear to hold very responsible positions and to perform many of the same tasks as "professionals," yet they may find that their ability to perform as competently as those labeled "professionals" is not acknowledged, nor is such competence expected of them. They may even receive smaller salaries, have less job satisfaction, and less self-esteem (and certainly lower social status) than those who are labeled "professionals." We do not know, but merely suspect that this may be the case. We do know that the situation appears to be very confused and points to a need for further inquiry as suggested in the footnote on page 27.

Regarding the questionnaire itself, at least one respondent indicated some difficulty in distinguishing between "essential" and "desirable" in relation to competency No. 13, The ability to perceive and respond to others' feelings and needs. "We all should, but don't," he said. "If called 'essential' we'd have no staff!" Such response sets, due to the nature of the language used, may have contributed to some bias in scoring the competencies.

4. Competencies Not on List Relevant to Human Services Work

In their comments on the questionnaires, many agency administrators noted competencies or traits that did not appear on our list which they considered important for performance of work in their agencies (they did not indicate whether they were equally important for paraprofessionals and professionals). They were as follows:

a. Exercise initiative and good judgment in crisis interventions;

b. Avoid establishment of counterproductive client dependencies;

c. Have a similar background to that of clients;

d. Give understanding support;

e. Be aggressive when a client needs help;

f. Keep abreast of developments in the field;

g. Maintain good personal health practices;

h. Understand and have compassion for "street" culture;

i. Demonstrate lack of prejudice;

j. Take the initiative;

k. Perform without close supervision;

l. Understand child-rearing practices of clients;

m. Be competent to provide sex education;

n. Be tolerant;

o. Be patient;

p. Be adaptable to change;

q. Be able to interpret fairly complex program requirements in such a way as to maximize people's ability to use resources and services;

r. In geriatrics, set realistic goals for the elderly and be prepared and willing to not be in a "helper" role on many occasions;

s. Treat clients as human beings, not as objects of service who justify a paycheck;

t. Understand own limitations; convince clients to seek help of others when appropriate;

u. Be able to supervise others;

v. Be able to hold information in confidence; and

w. Have skill in listening, observation and evaluation.

In reducing the list of competencies to 54, many distinctions were lost that agency administrators might have found helpful, and some competencies were omitted which are included among the above items. We have, therefore, included the original draft of the list of home management competencies as Appendix G. Moreover, in retrospect, we think that the reduction to 54 competencies was probably a mistake, since it increased the complexity and ambiguity of the questionnaire rather than reducing it.

D. The Postsecondary Institution Questionnaire

The criteria used for selecting educational institutions were:

1. The institutions should represent a mix of two- and four-year institutions with human service/ecology programs.
2. Urban and rural institutions should be included in the sample.

The institutions selected are located in New York State with the exception of Pennsylvania State University, selected because of its leadership in the area of home management education. The institutions selected are at various stages of development and experience with their respective programs. However, they have all been operating human service/ecology programs for at least two years. Occasionally more than one faculty member participated from an institution having diverse offerings in the human service/ecology fields. This accounts for more responses from educators (24) than the number of institutions responding (19). The list of educational institutions selected appears in Appendix D.

Respondent educators were asked to answer the following questions: First, for each listed competency, "Is the competency currently an objective in your curriculum?" Educators responded by checking "yes" or "no." Second, for each listed competency, "What is the top educational level at which you believe the competency would merit credit in your institution?" Secondary education was scored (0); postsecondary years 1 and 2 were scored (+1); and postsecondary years 3 and 4 were scored (+2). All competencies identified by the task force appeared somewhere in the curricula of at least one of the respondent institutions.

1. Academic Ranking of Domains

Table IV summarizes the percentage of responding institutions currently offering the competency domains in their curricula, as reported by the respondent educators. Eight of the ten competency domains are offered in more than half of the institutions. More than one-quarter of the competencies were taught in at least 87 percent of the institutions. These professional educators, currently teaching in human services, human ecology or community service programs ranked the Human Development domain as the most frequent offering in their institutions (91.7 percent) and the Goods and Services domain as the least frequent offering (42.5 percent).

Table V summarizes the highest level at which educators would give credit for the competency domains classified by the weighted mean scores. Any domain considered creditable at the secondary level was weighted (0); therefore, any weighted score above 1.00 indicates a domain which would receive college-level credit. All domains except one had average weighted scores which indicate they are creditable above the secondary level. The Community Service domain ranks first, with a weighted mean score of 1.69, as the domain educators believe to merit top level credit. The range of weighted mean scores for seven of the ten domains is close (1.50 to 1.69) suggesting that these particular competency domains are quite comparable to each other and would merit credit at the college level. Only the Goods and Services domain, with a weighted score of 0.94, is not rated as creditable at the college level.

The Task Force concludes that there is a high probability that many other postsecondary institutions would acknowledge competencies in these domains as creditable at the college level. A high percentage of domains currently receive credit at respondent postsecondary institutions since they are included among course objectives within these institutions. Given appropriate assessment measures, there is a high probability that

TABLE IV

PERCENTAGE OF RESPONDING INSTITUTIONS CURRENTLY OFFERING COMPETENCY DOMAINS IN THEIR CURRICULA

(N = 24)

Domain Rank	Competency Domain	In Curriculum	Not In Curriculum	No Answer
1	Human development.	91.7	8.3	0
2	Interpersonal relations.	86.5	13.5	0
3	Community resources.	82.3	13.5	4.2
4	Understanding self.	75.6	20.2	4.2
5	Decision-making.	72.9	25.0	2.1
6	Home management skills (Goal setting).	67.4	28.5	4.2
7	Creating physical environments.	60.4	35.4	4.2
8	Home health care.	57.1	40.5	2.4
9	Business and family finance.	48.3	43.3	8.4
10	Goods and services.	42.5	52.5	5.0

TABLE V

HIGHEST LEVEL AT WHICH EDUCATORS WOULD GIVE CREDIT* FOR COMPETENCY DOMAINS CLASSIFIED BY MEAN VALUE WEIGHTED SCORES

(N = 24)

Domain Rank	Competency Domain	Weighted Mean Scores
1	Community services.	1.69
2	Decision-making.	1.66
3	Goal setting.	1.63
4	Interpersonal.	1.62
5	Create physical environment.	1.62
6	Human development.	1.53
7	Understanding self.	1.50
8	Family business and finance.	1.21
9	Home health.	1.09
10	Goods and services.	.94

*Question asked on questionnaire: "What is the top educational level at which you believe the competency would merit credit?"

**Weighted code: Secondary Education: (0); Postsecondary Years 1 and 2: (+1); Postsecondary Years 3 and 4: (+2).

students could gain credit for these competencies, although acquired outside the formal education system.

2. Academic Ranking of Individual Competencies

The high proportion of competencies appearing in postsecondary curricula is encouraging to the Task Force and to those who both wish to offer credit for prior learning and to those who might seek it in postsecondary programs.

Sixty-eight percent of the individual competencies are in the curriculum of at least 85 percent of the institutions surveyed. Fourteen of the individual competencies appear in the curricula a high percentage of the time. These are listed below:

Competency Number		Percent in Curricula	Domain
11.	Express own feelings and needs.	87.5	Interpersonal.
12.	Enable others to express feelings and needs.	87.5	Interpersonal.
13.	Accurately perceive and respond to others' feelings and needs.	87.5	Interpersonal.
14.	Implement appropriate behaviors with individuals, small groups.	87.5	Interpersonal.
15.	Identify effective methods of discipline.	87.5	Interpersonal.
16.	Facilitate/establish communication between age, sex, ethnic, racial, or religious groups.	87.5	Interpersonal.
27.	Identify physical, intellectual, emotional needs of individuals at different stages of human development.	95.8	Human Development.
28.	Describe a range of indicators for normal development for individuals.	87.5	Human Development.

Competency Number		Percent in Curricula	Domain
29.	Describe some indicators of abnormal development for each stage.	87.5	Human Development.
30.	Describe some major influences on human development.	91.7	Human Development.
31.	Describe how various aspects of development influence each other.	95.8	Human Development.
33.	Use community resources effectively.	91.7	Community Resources.
34.	Match resources and needs of individuals and families.	91.7	Community Resources.
49.	Identify conditions that affect physical and mental health.	97.5	Health.

The total range of weighted scores for individual competencies is 0.00 to 2.00. Because competencies creditable at the secondary level were weighted "0", individual competencies weighted below 1.00 are considered creditable only at the secondary level. Competencies with weighted scores of 1.00 to 2.00 could be considered creditable at the postsecondary level. Thirty-one individual competencies have weighted scores in the range 1.50 to 2.00, and it might be considered highly probable these would be creditable at postsecondary years 3 and 4. They are listed below:

Competency Number		Weighted Mean Score	Domain
1.	Identify desired goals/outcomes.	1.57	Goal Setting.
2.	Assess appropriateness of desired outcomes/goals.	1.65	Goal Setting.
3.	Identify alternative resources necessary to accomplish outcomes/goals.	1.61	Goal Setting.
4.	Identify sequence and timing of tasks necessary to achieve outcomes/goals.	1.62	Goal Setting.
5.	Assign responsibilities for performing tasks.	1.64	Goal Setting.
6.	Evaluate performance of tasks by providing feedback, rewards, criticisms, etc.	1.70	Goal Setting.

Competency Number		Weighted Mean Score	Domain
7.	Develop ground rules for participating in decision-making.	1.68	Decision-Making.
8.	Identify appropriate steps in the decision-making process.	1.59	Decision-Making.
9.	Implement appropriate steps in collective decision-making.	1.64	Decision-Making.
10.	Accept responsibility for decisions.	1.71	Decision-Making.
13.	Accurately perceive and respond to others' feelings and needs.	1.71	Interpersonal.
14.	Implement appropriate behaviors with individuals and small groups.	1.75	Interpersonal.
15.	Identify effective methods of discipline.	1.70	Interpersonal.
16.	Facilitate and establish communication between age, sex, ethnic, racial or religious groups.	1.87	Interpersonal.
17.	Identify appropriate roles for individuals of different ages and in different situations.	1.73	Interpersonal.
18.	Implement appropriate roles in helping others problem solve.	1.95	Interpersonal.
22.	Identify own values and their order of importance.	1.50	Understanding Self.
23.	Identify own basic and strongly-held beliefs.	1.52	Understanding Self.
24.	Identify own potentials and opportunities for development.	1.57	Understanding Self.
25.	Identify own learning needs.	1.61	Understanding Self.
26.	Identify own goals for self-improvement.	1.77	Understanding Self.
27.	Identify the physical, intellectual and emotional needs of individuals at different stages of human development.	1.58	Human Development.
29.	Describe some indicators of abnormal development for each stage.	1.54	Human Development.
30.	Describe some major influences on human development.	1.50	Human Development.
31.	Describe how various aspects of development influence each other.	1.54	Human Development.

Competency Number		Weighted Mean Score	Domain
32.	Describe methods for identifying and evaluating community resources.	1.67	Community Resources.
33.	Use community resources effectively.	1.65	Community Resources.
34.	Match resources and needs of individual and family.	1.59	Community Resources.
35.	Develop appropriate resources where none are available.	1.86	Community Resources.
36.	Identify and evaluate elements which determine the quality of physical environments.	1.57	Physical Environments.
37.	Create physical environments with specified characteristics.	1.65	Physical Environments.

Individual competencies which were judged as being at the secondary level were coded (0); so those competencies weighted below 1.00 are considered creditable below the college level. These are listed below:

Competency Number		Weighted Mean Score	Domain
39.	Use goods and services safely and efficiently.	.91	Goods and Services.
40.	Repair or provide for the repair of goods.	.90	Goods and Services.
41.	Maintain or provide for the maintenance of goods.	.85	Goods and Services.
42.	Negotiate the purchase, exchange or sale of goods and/or services.	.95	Goods and Services.
44.	Apply simple first aid techniques.	.87	Health.
45.	Identify hazardous conditions and employ preventative safety measures.	.91	Health.
54.	Maintain good business correspondence practice.	.95	Business and Finance.

3. Discussion

As the data were analyzed and the comments of the respondent educators noted, several observations were made. First, the nomenclature of the competencies checklist as "home management skills" created a bias in responses to the questionnaire. As an example, a comment suggested that if the name of the competencies list was changed to "case study skills," many of the competencies were creditable at the three-year postsecondary level. With the label "home management skills" the respondent would rank them as only creditable at the secondary level.

Gertrude Stein and Shakespeare notwithstanding, respondents to this questionnaire _do_ make a professional distinction based on the _labeling_ of the competency, and consequently value it differently. In addition, the _context_ in which the competency is manifested influences the academic level at which the competency is considered by faculty to be creditable. In other words, the professional educator sometimes has difficulty in noting the _transferability_ of the competency if the context is (1) dissimilar to the educational setting or (2) "not valued" in some professional sense. This consideration is important in creating assessment procedures for competencies. The assessment measures developed should be as sensitive to these nuances as possible.

Another factor which emerged from the comments concerns the relationship between _theory and practice_. Educators feel that a competency application or performance is more creditable when backed by theory, a distinction that must be considered in the mechanics of giving credit for prior learning. One educator states that "doing without understanding is not considered creditable; but if the doing is supported with an appropriate rationale or references, the chances for creditability improve."

A major point raised by several respondents and one that is pertinent to the granting of credit for prior learning is the level of sophistication at which particular competencies may be attained and demonstrated.

This particular dilemma was well expressed by one respondent, addressing herself to the Goal Setting domain (Competencies 1-6).

> "These...six behaviors may be taught at various levels of sophistication, it seems to me. Furthermore, these behaviors interact with the complexity of the selected goals. For instance, they may be applied to an activity as 'simple' as planning a meal or as complex as the development of a new community service. Therefore, mastery of this process (goal setting) may be validly taught at almost any educational level, with requirements for application of these skills adjusted to the level of the learners by setting criteria for the kinds of goals to be set and subjected to this process."

Another respondent, in noting her difficulty in being precise in ranking the top educational level at which a competency merits credit, remarked:

> "So many of the competencies deal with on-going, lifetime abilities. One never finishes developing goal-setting, decision-making or interpersonal skills. Whether credit should be given depends on what the student has had previously. This may explain why I have marked so many of the items in the 3rd and 4th postsecondary years."

Another adds:

> "It is my belief that the majority of items which you listed should be offered to all Human Services students beginning with the high school level and going through the four-year and postgraduate level. The younger and inexperienced students, in particular, need repeated exposure to these concepts before they are able to acquire a good grasp of them."

This type of comment was provided by several other educators who noted the need for life-long development of competencies, starting at the secondary level.

Another respondent pointed out that all the competencies merited credit at the 3rd and 4th year levels "because they involve application and evaluation levels which are the junior-senior home management residence experience."

Some educators addressed the level question by adding another column to the questionnaire called, "Master's Level," and checking some competencies at that level. In so doing, an educator comments:

> "I am interested that you did not include the Master's Level of 'creditability.' I was hard pressed to deal with your schedule because I recognize a series of levels of competence including a Master's Level and often beyond. So many of your ideas related to maturity, growth and experience. As one advances in development within a competency area, one can expect increased self-awareness, increased sensitivity and understanding, and increased ability to deal with greater degrees of complexity."

Additional competencies which would merit credit were suggested by the educators. Some examples are given below:

> "...recognizing the changing nature of self over time; i.e., the dynamic concept of self as ever-growing and developing."
>
> "Identify needs of individuals and families which are not being met by community resources."
>
> "Political sophistication beyond decision-making."
>
> "Use of institutions."
>
> "Social/action skills/techniques."
>
> "Organizing skills/techniques."

VI. A COLLEGE REPRESENTATIVE REFLECTS UPON APPLICATIONS OF THE RLS/CAEL FINDINGS

Lionel Dannick, who represented Cazenovia College on the RLS/CAEL Task Force, shared with us information on Cazenovia's programs and ideas for how our findings might be applied at his institution. We decided to include his reflections in this report as a model which other institutions might find interesting.

A. Current Program Information

Cazenovia College, a private two-year women's college located in Central New York, has recently developed a Human Services Concentration terminating with the Associate in Arts (A.A.) degree. The Human Services Concentration is designed to promote four major objectives:

1. To engage the student in a broadly based Liberal Arts educational experience in which she is exposed to various areas of human knowledge and endeavor. As part of the Concentration, a student must take a minimum of 45 Liberal Arts credit hours within the total minimum of 60 credit hours in order to qualify for the A.A. degree.
2. To provide students, through exposure to various courses in the social and behavioral sciences, with a meaningful understanding of self and the society in which they live.
3. To prepare students for permanent placement in Human Services settings at the provider-of-service level through internships concommitant with their formal educational programs. The internships are designed so that students may acquire knowledge of social work techniques, awareness of agency organization, practice, and interface with other agencies and the community at large.
4. To prepare the student for further education in Human Services/ Social Welfare/Social Work.

These objectives are accomplished in a number of ways:

1. The Liberal Arts oriented curriculum, of not less than 45 hours in the Liberal Arts, includes such required courses as Basic Composition, Introduction to Sociology, Introduction to Psychology, Introduction to Anthropology, Social Problems, and two Seminars in Community Service. In addition, students are encouraged to take courses in Developmental Psychology and a variety of courses in the areas of English, History, Political Science, Science, and the Arts.

2. Other required courses, in the Applied Arts area, include Introduction to the Field of Social Work and two six-week-block placements in social service settings. These internships are taken in conjunction with the two Seminar in Community Service courses mentioned above. In the internship settings, the students are given extensive opportunities to learn about the agency, its practices, and the population which it serves. They are given responsibilities in the provision of service under the direction of personnel within the agency who guide them and provide supervision and evaluation. The students are treated as members of the staff and, as such, have access to confidential files, staff meetings, evaluation conferences, and in-depth working experiences which are commensurate with prior knowledge and experience and with the ability to accept responsibilities and to demonstrate initiative.

   During the two years in the Concentration, each student must take two internships. Each internship must be in a different setting and must serve different client populations. This requirement provides the student with maximum diversity of experience.

   The Seminars in Community Service, which accompany the internships, are designed to acquaint students with the experiences of other interns in different settings. In addition, students are required to deal with various theoretical issues which are brought to their attention through assigned readings and the syllabus outline.

Any student who enrolls in Cazenovia College can have the requirement for the Basic Composition course (English 101) waived upon demonstration to the English faculty that she has the required writing skills. The awarding of three credit hours in such instances will depend on the level of achievement as assessed by various standardized examinations which have been developed for such purposes. Cazenovia College participates in the College Entrance Examination Board's CLEP program (College Level Examination Program) and in the University of the State of New York's CPEP program (College Proficiency Examination Program) which is administered by the N.Y. State Education Department. Students who take the CLEP or the CPEP examinations in courses offered by the college will receive credit for those courses if the examinations are passed at the previously determined levels of achievement on file in the Office of the Registrar.

B. The Needs of Nontraditional Students

But what of the needs of nontraditional students, particularly women with backgrounds in home management who enter the Human Services concentration? Are there other ways of providing credit for prior learning--credit which can be applied toward advanced standing? If so, then the number of courses and hours which are traditionally taught on campus in regular classroom settings could be reduced for those students with resulting reductions of time and expense.

Many of the competencies developed in home-management settings and identified in the Regional Learning Service CAEL Study are taught at Cazenovia College for credit. If students can demonstrate that their life experiences have resulted in the acquisition of competencies which are equivalent to the skill and knowledge objectives of courses which are creditable within the Human Services concentration, then they should be given the appropriate credit. It makes little sense to require people to take courses, the objectives of which they have already met. For such crediting, the criteria should be whether the individual is able to demonstrate that knowledge and skill have been acquired and can be applied.

C. RLS/CAEL Applications at Cazenovia

1. Cazenovia Courses Related to the Home Management Domains

Within the Human Services Concentration at Cazenovia College, there are a number of courses within the Applied Arts area that potentially lend themselves to assessment for the purpose of crediting on the basis of prior experiential learning and are related to the domains of the RLS/CAEL study. Some examples of such courses are:

a. First Aid and Personal Safety (1 Credit). The aim of this course is to provide the student with the knowledge, skills and judgment to administer emergency care to victims of accident or sudden illness before medical assistance is available. Further, the student should become aware of how to maintain personal safety and how to prevent accidents. Students passing the course are certified by the American Red Cross in First Aid.

(RLS/CAEL Domains: Health; Understanding Self)

b. Child Study Practicum (3 Credits). The aim of this course is to give the student practical experience in a classroom as a student teacher or aide in which responsibility in the planning of activities is given priority.

(RLS/CAEL Domains: Human Development; Goal Setting)

c. Child Study Observing and Recording (1 Credit). The aim of the course is to teach students to become objective observers and recorders of the behavior of children.

(RLS/CAEL Domain: Human Development)

d. Merchandise-Consumerism (3 Credits). The aim of this course is to make the student aware of the pitfalls in the marketplace. Further, the student will become a more intelligent shopper to the extent that she becomes aware of the consumer movement and her legal rights and responsibilities.

(RLS/CAEL Domains: Family Resources and Finance;
Handling Goods and Services)

e. Introduction to the Field of Social Work (3 Credits). This course has a number of aims: (a) to provide an introduction to the Human Services and Social Work; (b) to provide a basis for students to decide whether they would like to be in a helping profession; (c) to learn a basic problem-solving approach for dealing with human problems and about methods of helping others; (d) to develop understanding of social needs and problems, and of services provided by communities to meet these needs.

(RLS/CAEL Domains: Goal Setting; Decision-Making; Mobilizing Community Resources)

f. Interpersonal Relationships (2 Credits). The aim of this course is to provide students with basic interviewing skills which are necessary for meaningful and appropriate intervention within the context of the client-professional setting.

(RLS/CAEL Domains: Interpersonal Relations; Understanding Self)

In addition to the Liberal Arts courses that might be credited on the basis of CLEP and CPEP examinations, there are some Liberal Arts courses for which nontraditional students may gain credit upon documentation or demonstration of competence (although not directly related to home management, with the exception of Developmental Psychology):

a. Basic Composition;
b. Creative Writing: The Craft of Poetry/The Craft of Fiction;
c. Introduction to Psychology;
d. Developmental Psychology;
e. Introduction to Music History;
f. Introduction to Art History;
g. French or Spanish;
h. Mathematics.

The above listing is merely suggestive of the possibilities. Students having competence in other Liberal Arts subject areas could also gain credit upon adequate demonstration of competence.

2. The Competence-Leveled Field Internship in Human Services

The Human Services concentration at Cazenovia College is built around two six-week field internship experiences, of approximately 175 hours each, which utilize the block placement plan. Each internship must be served in a different setting and must involve different client populations in order to maximize the educational significance of the total field experience. As the educationally directed field experience is considered to be an integral part of the Human Services concentration, no consideration can be given to the possibility of waiving one or both of the internships. But there should be no barriers to recognizing advanced competence.

a. Management of the Competence-Leveled Field Internship

Management of the Competence-Leveled Field Internship would require close coordination with agency directors and supervisory personnel for the purpose of: (a) identifying the range of possible learning experiences open to the student through her position with the agency, and (b) clarifying the current competencies and level of capability the student brings to the position.

Before any advanced placement in terms of responsibility and experience level within an agency setting could be effected, it would be necessary to document areas of competency and capability levels needed for entry at each of the specific job levels within the agency. Perhaps the most practical way to arrive at such a determination, prior to the placement of students, would be to meet with the agencies on an individual basis and ask them to select, from the list of RLS/CAEL home management competencies, those which are necessary for effective job performance at the various levels of staffing. The agency should then be given the opportunity to add whatever further competencies it deems necessary for performing the various jobs in the agency.

The College would then attempt to assess which students have the necessary competencies and make placement assignments accordingly. As a part of the procedure, it would then certify to each respective agency which particular students are qualified to perform which jobs within the agency. The objective would be to have students perform in agency settings in situations which are commensurate with competence levels.

Further, an advanced competence level sets the stage for the learning of other competencies within an agency setting. Therefore, in planning for the placement of nontraditional students in field internship settings, it becomes necessary to delineate what particular skills are needed by students to serve in various roles such as (1) an aide, (2) a practitioner with delegated responsibility, (3) an advocate, (4) a change agent, or (5) at the planning and policy making levels. If students can demonstrate that they have the competencies which are needed for functioning at higher levels, then there should be no barriers which prevent the assigning of students to appropriate levels within each agency.

Students seeking to be placed in internship settings at levels above the aide position could indicate whether they have the requisite skills. Measures could be devised to affirm the validity of the student claims. Also, letters of recommendation from past employers or from people who supervised the student in a volunteer setting could be offered as partial substantiation of the claim. If the student performs at an adequate level on the assessment,* then the student could be interviewed by the appropriate personnel of the agency in much the same manner that an applicant for a paid position would be interviewed.

If the student is accepted by the agency at the sought-after entry level, then a one week trial period prior to the six week internship placement could be entered into in which the agency and the student would test out the involvement in a real situation for the purpose of validating the placement through actual experience. If it seems satisfactory, then the placement would continue on for the regular six week period of time. If the trial period does not work out to the satisfaction of all concerned, then the student could be shifted to another position within the agency or go to another agency for a regular six week placement to be accomplished by normal procedures as generally engaged in by the College faculty who have responsibility for the placement of students in Human Service Internships.

---

*Levels of proficiency actually required by the jobs students will perform are difficult to determine. Judgment will have to be exercised on the part of assessors. The trial period mentioned above should allow for adjustments of such judgments.

b. Monitoring and Credentialing of Field Internship

Assuming that the placement was found to be appropriate, then the official placement for credit would begin at the end of the first trial week and continue for the full six week period under the normal conditions of such placement in which understandings concerning supervision, structure, and evaluation are spelled out in written agreements between the College and the participating agency. During the six week internship, it would be necessary to monitor the placement to determine if any changes are called for in regard to the criteria which were set. At the end of the six week period, an extensive evaluation would be made with students providing feedback on their experience so that placements for the following year could be based on information gained from the actual experience of placing students.[*]

---

[*] Input from students is extremely important but often overlooked. Their critical evaluation of the value of the experience and usefulness of formal courses in helping them to acquire greater competence should be included in any program evaluation and used to continuously refine work/study programs.

c. Advantages of the Competence-Leveled Field Internship

The aforementioned procedures would serve a number of different purposes:

(1) The College, through CLEP examinations, proficiency tests, and other assessment techniques, could give credit for the learning experiences which fall within A.A. degree requirements of the Human Services Concentration.

(2) The level of each internship experience, including the level of responsibility, would be determined by matching the requirements set by each individual agency with competencies of the student. In this manner, the problem of conflicting expectations--those of the educational institution, the participating agency, and the student—would be significantly reduced by individually tailored internships.

That is, an individually tailored program could be devised based on the needs, interests and competencies of each student as they relate to job requirements within agencies. This approach to placement would recognize the individual strengths and weaknesses of students and the diverse requirements of competent performance in various roles and agency settings.

In order to successfully conduct the redesigned internship portion of the Human Services Concentration, it would be necessary to establish a high level of confidence between the College and the participating agencies. This can be accomplished only if:

(1) All parties involved are honest with each other;

(2) Agency supervisors are willing to devote a good deal of time to supervision of each student, regardless of entry level within the agency;

(3) The programs at the College are geared to help students correct weak performance areas; and

(4) Students are willing to acknowledge weaknesses and work toward competence.

If this could be accomplished, then all parties to the agreement will gain:

(1) The agency will get the service of student interns at the most productive level each student is capable of achieving;

(2) The students will be able to function at those levels within the agency that are commensurate with their skills and knowledge;

(3) The College will have developed a program which truly meets the varied needs of its students and the community agencies in which they are placed--a unique asset which an educational institution with a Human Services Concentration must have if it is to claim distinctiveness and if it is to be worthy of continued support both in terms of enrollment and outside financing, as well as meaningful relationships with the cooperative agencies.

d. Other Internship Applications

This model could also be used in other program areas in much the same way. It should not be too difficult to adapt it to those other options in which internships are found: Child Study, Merchandising, Secretarial Studies, Communications, and Equine Studies. In each instance, the College would have control over the granting of credits for on-campus courses, while the participating internship setting and the College would jointly determine the placement level of each student within the agency according to criteria agreed to in advance of the placement. The experiences gained through each placement will then serve as guidelines for the following year, guidelines that should improve the quality and appropriateness of the placements with each succeeding year. If students can build on experiential learning, so then should developers and evaluators of programs which utilize experiential learning.

VII. COMPETENCY ASSESSMENT

To recapitulate, the RLS/CAEL Task Force identified ten broad areas of home management competency which subsume the 54 identified home management competencies:

1. Goal Setting
2. Group Decision-Making
3. Interpersonal
4. Understanding Self
5. Human Development
6. Community Resources
7. Create Physical Environments
8. Goods and Services
9. Home Health
10. Family Business and Finance

Analysis of the data gathered from home managers, agency personnel, and educators reveals that:

1. Homemakers considered all of the above domains of competence to be important or useful in managing a home.

2. Agency personnel considered all the domains except Create Physical Environments and Goods and Services essential or desirable for professionals.

3. Agency personnel considered the domains of Understanding Self, Home Health, Interpersonal, and Goal Setting essential or desirable for paraprofessionals.

4. All 54 competencies identified by the Task Force appeared somewhat in the curricula of at least one of the respondent institutions.

5. All domains except Goods and Services had average weighted scores which indicate that they are considered to be creditable above the secondary level.

A. Use of Assessments by Educators and Human Service Agencies

It is the judgment of the Task Force that development of techniques and measures for assessing all ten domains of competence would prove a useful service to educators wishing to assess student progress through their programs or to grant credit for experiential learning. This would be a significant task for educational developers.

Several other tasks would need to be accomplished by educational institutions themselves in order to make use of such assessment devices:

1. Specification of educational goals for courses and for degree programs;
2. Determination of which home management competencies may be credited--that is, which home management competencies relate to which specific educational goals;
3. Determination, in individual cases, of the most appropriate assessment measures to use;
4. Determination, in individual cases, of the amount of academic credit to award;
5. Adjustment of individual programs to reflect credit for prior achievement; and,
6. Provision of administrative procedures and backup services to support these changes.

Moreover, since the domains identified represent dynamic areas of development, part of the task of specifying educational goals would be arriving at decisions about the levels of sophistication that will be required of students. The competency domains can be assessed by techniques for awarding credit at various levels of proficiency. Hence, a competency domain may prove relevant to course objectives at all levels in a postsecondary program, but require a different degree of proficiency at each level on a given assessment instrument or procedure.

Attention also would need to be paid to the context and content of the assessments. That is, educators would undoubtedly wish to ascertain that students who had acquired knowledge and skill and applied it to the competent performance of tasks in a home management setting could apply that knowledge and skill in other contexts requiring different adaptations.

Regarding the potential use of assessment devices, developed on the basis of these findings, by agency personnel in determining the qualification of job applicants or candidates for promotion:

1. Job analyses would need to be performed to determine the parameters of competent performance;
2. Care would need to be exercised to ascertain that the assessment devices were indeed appropriate indicators of the competencies identified as required for job performance.*

B. Structuring Competency Assessments

"Competency Assessment Packages" could be created, each comprising ten individual competency assessment units. The packages could be developed to reflect progressive levels of proficiency, various contexts, and various content foci. Each of the ten competency domains identified could become a focus for creating assessment "units." Each assessment unit could be used alone or in conjunction with others to reflect the specific goals of programs using the assessment measures. Specific examples of such clustering having relevance to both educational and employment situations in the areas of human service and human ecology include:

---

*Cf. EEOC Guidelines on Employee Selection Procedures, Federal Register, Vol. 35, No. 149, pp. 12,333-12,336 and Shiela Huff "Credentialing by Tests or by Degrees: Title VII of the Civil Rights Act and Griggs v. Duke Power Company," Harvard Educational Review, Vol. 44, No. 2, May 1974.

a. Helping Relationships Core Categories (Domains 2, 3, 4, 5, 9).

(2) Decision-Making.
(3) Interpersonal Relations.
(4) Understanding of Self.
(5) Human Development.
(9) Home Health.

b. Community Resources Core (Domains 2, 3, 5, 6, 7).

(2) Decision-Making.
(3) Interpersonal Relations.
(5) Human Development.
(6) Community Resources.
(7) Developing/Adapting Physical Requirements.

c. Management Techniques Core (Domains 1, 2, 3, 5, 8, 10).

(1) Goal Setting.
(2) Decision-Making.
(3) Interpersonal.
(5) Human Development.
(8) Business/Family Finance.
(10) Goods and Services.

d. Human Development Core (Domains 3, 4, 5, 7, 9).

(3) Interpersonal Relations.
(4) Understanding Self.
(5) Human Development.
(7) Physical Environments.
(9) Home Health.

C. Applied Performance Testing Techniques

Applied performance testing involves a variety of assessment techniques. To assure fairness in the administration of such techniques, criteria which will be used for assessment should be established and made public prior to all assessments. Individual competencies, as well as clusters of competencies, could be assessed in the following ways[*] (please note that the techniques lend themselves to being utilized in combination with each other).

---

[*] Many of these techniques are explored in the CAEL document, a Compendium of Assessment Techniques by Joan Knapp and Amiel Sharon, Educational Testing Service, 1975.

TECHNIQUE	DEFINITION	EXAMPLE
DOCUMENTATION	Student determines course equivalents for his/her learning experiences. May list techniques which have been learned and conditions of learning. May also include written illustrations which student believes reflect attainment of competency.	Home Managers identify specific competencies they possess using the competency checklist as a self-rating instrument. Evidence of proof of competence might be presented; i.e., Health Domain: A First Aid Certificate might serve as partial documentation.
CASE STUDIES	(May use case study designed by student or one designed by faculty or agency staff; may be written or presented in the form of filmstrip, audio-tape, or video-tape.) Candidate is asked to write an analysis of the problem; report may include alternative solutions and recommended actions. Used to assess student's ability to analyze and solve problems of various sorts and complexities.	Home Manager is given case studies to analyze which elicit demonstration of skills and knowledge in a particular home management domain. The relationship of theory and practice can be explored through this technique; i.e., Interpersonal Domain: Candidate can relate experience to theories of interpersonal relationships.
PRODUCT ASSESSMENT	Student presents work products which resulted from his direct application of competencies. Every product is assumed to represent the skills of the student in a particular activity(ies). Can include presentation of slides, essays, short stories, objects, etc.	Home Manager could design (for a particular context) several physical environments related to specific needs of users; i.e., Create Physical Environments Domain: Candidate could design space and resources for a day care center, a recreation space for confined elderly, thus demonstrating competence in creating physical environments for those with special needs.

TECHNIQUE	DEFINITION	EXAMPLE
ORAL INTERVIEWS/ EXAMINATIONS	Can be combined with product assessment. For example, a face-to-face interpersonal role situation in which the interviewer asks the candidate questions designed to obtain answers which will lead to an evaluation of one or more learning outcomes from life experience. Skills, knowledge, or concepts attained through the life experience can be listed and described during the interview.	Home Managers could be interviewed by educators or agency personnel. The competencies list could be used as the assessor's checklist to ask questions in one or more competency domains; i.e., Decision-Making or Goal Setting Domain: A unique series of problems could be posed for solution.
FIELD WORK EVALUATIONS	Can be documented or assessed by unobtrusive but direct observation in the natural setting; can be combined with other techniques which are indirect.	Home Managers could be observed in their homes or in field settings appropriate to the particular agency or program; i.e., Interpersonal Skills Domain: Could be rated in field settings, such as hospitals, day care centers.
SIMULATIONS	Candidate is asked to pretend that he or she is engaged in some realistic task, the nature and content of which are described in some detail before the person begins to assume his or her assigned or unassigned role. This technique is ordinarily used to assess complex qualities such as analytic thinking, goal setting, risk taking, interpersonal competence, decision-making, sensitivity to the behavior of others, oral communication, etc. It involves role playing.	Home Manager, given lists of resources of manpower and monies, designs the plan for allocation of resources for a period of time; i.e., Business and Finance Domain: Home Managers participate in a simulation.

TECHNIQUE	DEFINITION	EXAMPLE
DEMONSTRATION	Stronger element of realism than simulation; may be work sample which requires accomplishment of tasks in a controlled setting. Or may consist of situational observation of performance in a controlled setting. Sometimes test includes certain typical difficulties which the examinee must overcome.	Home Managers wishing to demonstrate competencies-on-the-job request the assessment of a demonstration; i.e., Goods and Services Domain: Home Manager demonstrates proper use and care of equipment appropriate to the setting.

VIII. IMPLICATIONS

The Task Force wishes to issue two caveats connected with the use of this report:

1. Users should not compare statistical data from the three respondent groups. Although the list of competencies generated by the Task Force was the stimulus common to all respondent groups, the questions asked of each group differed. Although a weighting conversion process was used on all responses, the weights themselves were different for each group. The statistical data, therefore, are not meant to be compared across groups.
2. Users are strongly advised not to base any curriculum decisions having to do with competencies required for professional and paraprofessional human service work on the opinions expressed by respondent agency personnel. Careful empirical studies are needed to obtain reliable information on the actual competencies required in performing various jobs in human service agencies.

Given these caveats, there are some useful implications of this report:

Perhaps the most important outcome of this project is the list of home management competencies itself. In our early meetings, we generated a very long list of items which included many home crafts. But, because our assignment required that we discover commonalities of competent performance as a home manager and as a human service worker, we found that the most fruitful approach was a focus upon broad areas of knowledge and skill required to perform work in the home and in human service agency settings.

When one talks about "sewing," "cooking," "chauffering," "cleaning,"--our all-too-frequent mind set in connection with work in the home--it is difficult to see the overlap with human service work. However, with an adjusted focus upon "planning wardrobes," "planning nutritious meals," "planning and coordinating transportation," "arranging and maintaining pleasant human environments," "being responsible for and responsive to other members of the household," etc., one begins to get at broad competencies requiring complex integration of knowledge and skills. As this kind of list expands, the comparison between work in the home and work in human service agencies begins to yield more similarities than differences. Moreover, to educators who resist a notion of narrow skill training, the list begins to sound more akin to the kind of abilities they wish to promote.

One important implication of the project, then, has to do with how one goes about analyzing "work." What one looks for makes an enormous difference. If the focus is upon narrow psychomotor skills or very limited areas of subject-matter mastery, it is highly unlikely that a body of knowledge and techniques will develop which is useful in constructing sound developmental educational models.* Everyone's work will sound very unlike everyone else's; and career-oriented educational programs will reflect this incoherent perspective.**

Another important implication of the project involves the self-knowledge and self-esteem of women who manage homes. The self-image of home managers and the kinds of activities they view themselves as qualified to undertake may be positively affected: (a) when they know that higher education programs include, among their educational objectives, the acquisition of competencies that may be acquired in managing a home, and (b) when they know that agency administrators include these competencies among those required for performance of jobs within their agencies. This information might also make a difference in the amount of respect others accord to women for the role of home manager.

---

*The notion of "developmental educational models" we have in mind is quite complex. In essence, it has to do with sequencing and interrelating learning experiences such that they build upon students' strengths and provide for the gradual overcoming of weaknesses--particular kinds of competence being the long-term goal of integrated sets of learning experiences occurring at various levels in the educational system.

**This insight was provided by Paul Pottinger and David McClelland of McBer and Company, Boston, in conversation with Sheila Huff. See David C. McClelland, "Testing for Competence Rather than for 'Intelligence,'" American Psychologist, Vol. 28, No. 1, January 1973.

In addition, such awareness among women of the value of their competencies might lead to a strong demand upon the educational system to become more rational in formulating career-oriented programs and in guiding individuals through those programs. A story related by one of our Task Force members helps illustrate this point. Our list of competencies was given to a female student who managed a home. She was asked to check the list for intelligibility and thoroughness. A few days later she returned the list saying "I can do all these things! How do I get credit for them around here?" Another woman remarked that it would be nice to get credit for these things so that she could spend time at the university learning only new things.

We, therefore, hope that some institutions will find it possible to use this report in designing means to grant advanced standing toward degrees. Some educators fear that once people have a higher education degree--the degree they need to get a job--they will have done with colleges and universities. This concern was expressed by an educator in a competency-based program. It was pointed out to him that students might, in theory, pass all their assessments without having taken any of their courses. When asked if this were indeed possible, he said, "Why no! If we gave them their degree, they'd never get an education!" Such fears undoubtedly lead some educators to oppose foreshortening residency requirements for degrees. If, however, one: (a) views competence as developmental, and (b) recognizes that people enjoy being competent and learning new things, then the only danger that colleges and universities will not be attended by adults who hold degrees is if higher education institutions do not offer intrinsically valuable learning experiences for these adults at convenient times and in accessible places.

We see a long-term need for restructuring of both work and education in ways that better enable people to develop and recognize their own areas of competence. If we had a clearer understanding of the competencies required to perform various tasks in various occupational roles and a better understanding of how people develop these competencies, we would have: (a) the foundation for constructing career ladders, career bridges and developmental educational models; (b) the information necessary to help educational institutions become more responsive to the needs of workers to upgrade their skills, and (c) the information necessary for introducing important reforms in the work place which would enable people to grow as they work. We would, moreover, have a sounder basis for deciding what is best learned on the job and what is best learned in a more academic setting.

The proposal of Professor Dannick for a competence-leveled field internship points out the advantages of job placement procedures that acknowledge what a student (or other worker) can do and match this with an agency's needs. One might say that this does not mean that the students (workers) would learn more through the experience than otherwise, since this only implies a better match of people to jobs. But, if one views competence as developmental--workers becoming more proficient with practice and acquiring new knowledge and refinement of skills--and if the jobs to which they are assigned are "elastic"[*] with opportunities for advancement to more challenging jobs--one can readily see the value in the proposal. Its major weakness has to do, with the deficient knowledge base for determining competencies required to perform various jobs. Despite this handicap, however, using what knowledge could be gained through the procedures suggested by Professor Dannick would provide educators and agency personnel with a more rational basis for student work/study placements.

Agency administrators, not just educators, need to become more specific about competence. They need to define the requirements of jobs in their agencies in order to make more rational placements of workers. Needless to say, agencies could not justifiably use assessment measures that might be developed on the basis of our findings, unless they had determined the specific requirements of jobs within their agencies.

---

[*] That is, there is an opportunity to reorganize, restructure or redefine a job in accordance with the abilities particular workers bring to it.

Our collective experiences demonstrate that specifying competency objectives of educational programs or competency requirements of jobs requires considerable time and expertise. We, therefore, see a need for developing or identifying then disseminating analytic techniques that would enable educators to better understand their goals and agency administrators to better understand their needs. Once these analytic techniques had been identified, or developed, evaluated and refined,[*] workshops could be offered to train faculty and agency administrators in their application. Of course, there would still need to be time and incentives provided within educational institutions and human service agencies to perform such analytic tasks.[**] While the effort required would be considerable, the payoff in terms of job satisfaction and educational effectiveness and efficiency could be enormous.

In conclusion, we view this report and the project on which it is based as a beginning step in the direction of developing a more rational and humane approach to education and work. We believe that our concern will be appreciated by people who, in order to acquire a credential, have had to take courses from which they learned little or nothing because they had already attained the courses' objectives. Our purpose will also be appreciated by people who have been barred from jobs they could competently perform because employers did not recognize their experiences as relevant to the jobs in question or did not know how to assess abilities required in the jobs.

---

[*] Many employers, to comply with new laws, have found it necessary to locate people to perform job analyses. According to David McClelland of Harvard University, we have the technology to analyze important aspects of competence and to develop appropriate assessments, but need to work on its application. See Sheila Huff, "Credentialing by Tests or by Degrees: The Impact on Education of Title VII of the Civil Rights Act and Griggs v. Duke Power Company," Harvard Educational Review, Spring 1974.

[**] Competency-based postsecondary programs have been forced to confront: (a) the need for an incentive structure which provides rewards for efforts to become more specific about educational objectives, and (b) the need for restructuring and reorganizing their institutions so that faculty have time to spend on these activities.

APPENDIX A

CHRONOLOGICAL PROCEEDINGS AND APPROACH OF TASK FORCE

CHRONOLOGICAL PROCEEDINGS AND APPROACH OF TASK FORCE

A. First Meeting

The purpose of the first meeting of the task force was to provide an opportunity for the team to become familiar with the project and with each other's experiences and interests as they related to the tasks to be accomplished.

B. Second Meeting

There were three agenda items for the second meeting:

(1) An individualized brainstorming of home management competencies by each member of the team. (The group then proceeded to eliminate redundancies in the individual lists and to refine the descriptions.)

(2) Organization of the competencies under functional categories.

(3) Group discussion which yielded statements of possible differences between home management and "paid jobs."*

It was acknowledged that the list of competencies was an "ideal" construction. It was, therefore, decided to ask home managers with no special higher education in home economics: (a) to survey our list of competencies, (b) to register their opinions as to the importance, usefulness, or superfluousness of the listed competencies, and (c) to point out any omissions of competencies they consider important to home management.

---

*Although not all products of the meetings were judged suitable for inclusion in this report, they are available through RLS to any interested parties.

C. Third Meeting

In order to better understand which competencies of home managers were also required in human services/human ecology occupations, a list of competencies that might be necessary for a person employed as a community mental health worker was generated through a semi-structured group process. This effort revealed considerable overlap in knowledge and skill areas. It was decided that agencies representing a wide spectrum of human service specializations should be asked which, among the home management competencies, were competencies relevant to the performance of roles in these specialized areas. It was further decided to ask appropriate personnel in higher education institutions offering human services/ecology programs to specify which competencies of home managers were included as objectives of courses in their institutions and at what level they believed academic credit should be awarded for all of the listed competencies. Task force members were asked to begin preparing questionnaires for this purpose.

D. Fourth and Fifth Meetings

The purpose of the fourth and fifth meetings was to develop suitable questionnaires to be mailed to home managers, agencies, and educational institutions. It was further decided that lower income home managers should represent a special category in the sample, and that oral interviews would be conducted to eliminate possible reading problems. An interview schedule paralleling the questionnaire was constructed simplifying the language and giving concrete examples of the more abstract statements of competencies in the questionnaire for middle-income home managers.*

---

*Upon analysis of the results of these oral interviews, it was decided to exclude them from the sample. In order to make the questions less abstract, examples were added. Adding concrete examples from familiar experiences of the respondents resulted in a lack of comparability between the written questionnaire and the interview schedule. Moreover, there was almost no divergence in opinion among the respondents--everyone agreeing that the items were important in managing a home.

Criteria were developed for selecting respondent home managers, human service agency administrators, and educational institutions. Lists of respondents were drawn up.

The criteria used for selecting home managers were:[*]

1) That diverse incomes be represented: two groups of 20 each were selected from middle- and lower-income categories, respectively.
2) That the respondents had managed a household for at least five years.
3) That there were children in the household.
4) That there was no hired help for managing the home other than occasional cleaning assistance.
5) That the respondent did not hold a degree in home economics.

The criteria used for selecting human service agency administrators were:

1) The agencies in which they were employed should represent various human service specializations including Special Education, Care for the Elderly, Corrections, Mental Health, Physical Health, Vocational Rehabilitation, Family Service, Youth Services, Homemaker Services and Cooperative Extension.
2) The agencies should employ paraprofessionals.
3) The agencies should represent both the public and private sector.

The agencies selected, with one exception, were located in Central New York.

The criteria used for selecting educational institutions were:

1) The institutions should represent a mix of two- and four-year institutions with human services/ecology programs.
2) Urban and rural institutions should be included in the sample.

---

[*] All of the respondents in the middle-income category were women. Two of the respondents in the low-income category were men.

The institutions selected are located in New York State with the exception of Pennsylvania State University, selected because of the leadership it has provided in the area of home management education. The institutions selected are at various stages of development and experience with their respective programs. However, they have all been operating human services/ecology programs for at least two years. Occasionally more than one faculty member participated from an institution having diverse offerings in the human services/ecology fields.

The list of agencies and educational institutions selected appears in Appendices B and C, respectively.

E. Sixth Meeting

Prior to the sixth meeting, the data acquired from the questionnaires was arrayed in a manner which would facilitate statistical analysis of the findings. During the sixth meeting, the task force formulated the questions to be addressed in the statistical analysis. The purpose of each of the questionnaires was: (a) to have home managers confirm the thoroughness of the list of competencies of home managers and register their opinions as to whether each was important, useful, or not important in managing a home; (b) to ask agencies to specify whether each competency was essential, useful, or not desirable for professionals and paraprofessionals in their agencies; and (c) to ask educational institutions whether the competencies were included in course objectives of their institutions, and at what college level the competencies should be creditable. The general purpose of the questionnaires was to enable us to determine which of the competencies of home managers were considered creditable in educational institutions and which were valued by employers so that we could determine, for purposes of developing assessment instruments, which competencies have the greatest likelihood of earning credit for experience from educational institutions. It was, therefore, decided to perform the statistical analysis in a manner which would yield this information. Two members of the task force team, having special skills in statistical analysis, agreed to produce their findings for the next meeting.

F. Seventh Meeting

Using a semi-structured group process, the task force began to develop ideas for assessing the competencies weighted as most useful in human services/human ecology occupations and most likely to receive academic credit, and to develop recommendations for the Educational Testing Service relating to these assessments. Problems of levels of competency and problems of lack of fit with traditional course structure were discussed, and recommendations, included in Sections VI and VII of this report, were formulated. The final report was outlined, and the project staff and two members of the task force were assigned sections of the report to be drafted for discussion at the eighth and ninth meetings.

G. Eighth Meeting

The eighth meeting concentrated upon a critique of the sections of the rough draft which had been completed to date and the writing of missing sections. Since not all of the writing was completed during the meeting, individual task force members and RLS/CAEL project staff agreed to produce the remainder within a week.

H. Ninth Meeting

The ninth meeting focused upon the critique of the drafted methodology section.

I. Tenth Meeting

The tenth meeting dealt with feedback from the task force participants to a clean draft of the entire report. Possible implications of the project were also discussed.

In addition to the above ten task force meetings, individuals met on several occasions for review/critique/work sessions.

APPENDIX B

HOMEMAKERS

Letter
Questionnaire
Tabulation

Letter to Homemakers

February 6, 1975

Dear_____________:

We are pleased that you have agreed to participate in our project. We believe that people who manage homes acquire considerable knowledge and skills which are important not only in the home, but in other settings as well. Our project will provide basic information for developing measures to be used by educational institutions in granting credit for experience to people who, like yourself, have managed households.

We would appreciate your opinion on the items we've listed -- whether you consider each item important, useful, or not important in managing a home. There is also a column for no opinion and a column for comments in case you wish to clarify an answer. At the end of the worksheet, space is provided for you to add knowledge or skills you believe are important or useful in managing a home, but which are not included on our list.

Please fill in the information section on the attached worksheet. We need your name (as it should appear on your check), address and social security number in order to pay you. We must have your completed worksheet by February 16. Earlier returns would be appreciated. A stamped envelope is enclosed for your convenience. If you cannot meet this deadline, please contact me at 477-8788.

Sincerely yours,

Sheila Huff
Assistant to Ruth Nickse
Project Director

SH:cds
Enclosures

REGIONAL LEARNING SERVICE
405 Oak Street
Syracuse, New York 13203

COMPETENCY ASSESSMENT PROJECT

WORKSHEET

Name: ____

Address: ____

Social Security No. ____

INSTRUCTIONS: The numbers in Column A refer to the items on the attached home management skills list ("RLS Home Management Competencies List").

1. In Column B, please indicate by a check (✓) whether the skill is important, useful, or not important in managing a household. If you have no opinion, please check that column.
2. If you have any comments on a particular item, please use Column C.
3. At the end of the worksheet, there is space provided for you to add any items you believe should have been included on our list.

HMMKRS:2/5/75
Attachments

COMPETENCY ASSESSMENT PROJECT WORKSHEET

(A) Skill Number	(B) Important	Useful	Not Important	No Opinion	(C) Comments
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

.
.
.

Etc., through Competency #54

ADDITIONS:

(Please use this space for additional knowledge or skills you think are important or useful in managing a home.)

APPENDIX A

COMPETENCY ASSESSMENT*
ACCORDING TO HOMEMAKERS
(n = 20 Respondents)

I. Home Management Skills (Goal Setting)

Competency		Important	Useful	Not Important	No Opinion	Total
1. Identify desired goals/outcomes.	Weighted mean score:	34	3	-	-	37
	Number:	17	3	-	-	20
	Percent:	85	15	-	-	100
2. Assess appropriateness of desired outcomes/goals.		30	3	-1	0	32
		15	3	1	1	20
		75	15	5	5	100
3. Identify alternative resources necessary to achieve outcomes/goals.		26	7	-	-	33
		13	7	-	-	20
		65	35	-	-	100
4. Identify the sequence and timing of tasks necessary to achieve outcomes/goals.		18	11	-	-	29
		9	11	-	-	20
		45	55	-	-	100
5. Assign responsibilities for performing tasks.		26	7	-	-	33
		13	7	-	-	20
		65%	35	-	-	100
6. Evaluate performance of tasks by providing feedback, rewards, criticism, etc.		28	5	-	0	33
		14	5	-	1	20
		70	25	-	5%	100
Average		27.0	6.0	-0.2	0	32.8
		13.5	6.0	0.2	0.3	20.0
		67.5	30.0	0.8	1.7	100.0

---

[*] Assessment according to question: "Are these competencies Important, Useful, Unimportant, in home management?" Weighting code: Important: (+2); Useful: (+1); Unimportant: (-1); No Response: (0).

COMPETENCY ASSESSMENT
ACCORDING TO HOMEMAKERS
(n = 20 Respondents)

II Decision-Making Skills

	Competency		Important	Useful	Not Important	No Opinion	Total
7.	Develop ground rules for participating in decision-making.	Weighted mean score:	20	7	- 3	-	24
		Number:	10	7	3	-	20
		Percent:	50	35	15	-	100
8.	Identify appropriate steps in the decision-making process.		8	10	- 6	-	12
			4	10	6	-	20
			20	50	30	-	100
9.	Implement appropriate steps in collective decision-making processes.		16	6	- 6	-	16
			8	6	6	-	20
			40	30	30	-	100
10.	Accept responsibility for decisions.		38	1	-	-	39
			19	1	-	-	20
			95%	5%	-	-	100%
	Average		20.5	6.0	- 3.7	-	22.8
			10.3	6.0	3.7	-	20.0
			51.2	30.0%	18.8	-	100.0

COMPETENCY ASSESSMENT
ACCORDING TO HOMEMAKERS
(n = 20 Respondents)

III Interpersonal Relations Skills

	Competency		Important	Useful	Not Important	No Opinion	Total
11.	Express own feelings and needs	Weighted mean score:	36	1	-	0	37
		Number:	18	1	-	1	20
		Percent:	90	5	-	5	100
12.	Enable others to express feelings and needs.		38	1	-	-	39
			19	1	-	-	20
			95	5	-	-	100
13.	Accurately perceive and respond to others' feelings and needs.		36	2	-	-	38
			18	2	-	-	20
			90	10	-	-	100
14.	Implement appropriate behaviors with individuals and small groups to communicate: support, criticism, and advocacy.		30	3	- 1	0	32
			15	3	1	1	20
			75	15	5	5	100
15.	Identify effective methods of discipline (including self-control).		32	4	-	-	36
			16	4	-	-	20
			80	20	-	-	100
16.	Facilitate and establish communication between age, sex, ethnic, racial, or religious groups.		20	9	-	0	29
			10	9	-	1	20
			50	45	-	5	100
17.	Identify appropriate roles for individual of different ages and in different situations.		22	6	- 3	-	25
			11	6	3	-	20
			55	30	15	-	100
18.	Implement appropriate roles in helping others problem solve.		18	4	- 2	0	20
			9	4	2	5	20
			45	20	10	25	100

COMPETENCY ASSESSMENT
ACCORDING TO HOMEMAKERS
(n = 20 Respondents)

III Interpersonal Relations Skills (Continued)

Competency		Important	Useful	Not Important	No Opinion	Total
Average	Weighted mean score:	29.0	3.7	- 0.8	0	32
	Number:	14.5	3.7	0.8	1	20
	Percent:	72.5	18.8	3.7	5	100
19. Tutor Children. (Not included in Average)		14	8	- 3	0	19
		7	8	3	2	20
		35	40	15	10	100

COMPETENCY ASSESSMENT
ACCORDING TO HOMEMAKERS
(n = 20 Respondents)

IV Understanding Self-Skills

Competency		Important	Useful	Not Important	No Opinion	Total
20. Identify own abilities.	Weighted mean score:	30	5	-	-	35
	Number:	15	5	-	-	20
	Percent:	75	25	-	-	100
21. Identify own interests.		30	4	- 1	-	33
		15	4	1	-	20
		75	20	5	-	100
22. Identify own values and their order of importance.		34	2	-	0	36
		17	2	-	1	20
		85	10	-	5	100
23. Identify own basic and strongly-held beliefs.		32	3	-	0	35
		16	3	-	1	20
		80	15	-	5	100
24. Identify own potentials and opportunities for development.		24	8	-	-	32
		12	8	-	-	20
		60	40	-	-	100
25. Identify own learning needs.		28	6	-	-	34
		14	6	-	-	20
		70	30	-	-	100
26. Identify own goals for self-improvement.		26	7	-	-	33
		13	7	-	-	20
		65	35	-	-	100
Average		29.1	5	- 0.1	0	34
		14.6	5	0.1	0.3	20
		72.9	25	0.7	1.4	100

COMPETENCY ASSESSMENT
ACCORDING TO HOMEMAKERS
(n = 20 Respondents)

V Human Development Skills

	Competency		Important	Useful	Not Important	No Opinion	Total
27.	Identify the physical intellectual and emotional needs of individuals at different stages of human development.	Weighted mean score:	32	3	- 1	-	34
		Number:	16	3	1	-	20
		Percent:	80	15	5	-	100
28.	Describe a range of indicators of normal development for individuals.		12	12	- 2	-	22
			6	12	2	-	20
			30	60	10	-	100
29.	Describe some indicators of abnormal development for each stage.		14	11	- 1	0	24
			7	11	1	1	20
			35	55	5	5	100
30.	Describe some major influences on human development.		16	11	- 1	-	26
			8	11	1	-	20
			40	55	5	-	100
31.	Describe how various aspects of development influence each other.		10	14	- 1	-	23
			5	14	1	-	20
			25	70	5	-	100
	Average		16.8	10.2	- 1.2	0	25.8
			8.4	10.2	1.2	0.2	20.0
			42.0	51.0	6.0	1.0	100.0

COMPETENCY ASSESSMENT ACCORDING TO HOMEMAKERS
(n = 20 Respondents)

VI Community Resources Skills

Competency		Important	Useful	Not Important	No Opinion	Total
32. Describe methods for identifying and evaluating community resources in the areas of: medical, emergency, financial, legal, cultural, recreational, educational, rehabilitation, government, and religious.	Weighted mean score:	14	10	-	0	24
	Number:	7	10	-	3	20
	Percent:	35	50	-	15	100
33. Use community resources effectively.		22	6	-	0	28
		11	6	-	3	20
		55	30	-	15	100
34. Match resources and needs of individuals and family.		26	5	-	0	31
		13	5	-	2	20
		65	25	-	10	100
35. Develop appropriate resources where none are available.		12	11	- 1	0	22
		6	11	1	2	20
		30	55	5	10	100
Average		18.5	8	- 0.2	0	26.3
		9.3	8	0.2	2.5	20.0
		46.3	40	1.2	12.5	100.0

COMPETENCY ASSESSMENT
ACCORDING TO HOMEMAKERS
(n = 20 Respondents)

VII Physical Environment Skills

	Competency		Important	Useful	Not Important	No Opinion	Total
36.	Identify and evaluate elements which determine the quality of physical environments.	Weighted mean score:	20	7	- 2	0	25
		Number:	10	7	2	1	20
		Percent:	50	35	10	5	100
37.	Create physical environments with specified characteristics.		12	11	- 2	0	21
			6	11	2	1	20
			30	55	10	5	100
	Average		16	9	- 2	0	23
			8	9	2	1	20
			40	45	10	5	100

COMPETENCY ASSESSMENT
ACCORDING TO HOMEMAKERS
(n = 20 Respondents)

VIII Goods and Services Skills

Competency		Important	Useful	Not Important	No Opinion	Total
38. Select goods and services on the basis of careful comparisons of such factors as cost, durability, safety, reliability, etc.	Weighted mean score:	36	2	-	-	38
	Number:	18	2	-	-	20
	Percent:	90	10	-	-	100
39. Use goods and services safely and efficiently.		38	1	-	-	39
		19	1	-	-	20
		95	5	-	-	100
40. Repair or provide for the repair of goods.		28	6	-	-	34
		14	6	-	-	20
		70	30	-	-	100
41. Maintain or provide for the maintenance of goods.		34	3	-	-	37
		17	3	-	-	20
		85	15	-	-	100
42. Negotiate the purchase, exchange, or sale of goods and/or services.		34	3	-	-	37
		17	3	-	-	20
		85	15	-	-	100
Average		34	3	-	-	37
		17	3	-	-	20
		85	15	-	-	100

COMPETENCY ASSESSMENT
ACCORDING TO HOMEMAKERS
(n = 20 Respondents)

IX Home Health Care Skills

Competency		Important	Useful	Not Important	No Opinion	Total
43. Plan and prepare meals that meet requirements for good nutrition.	Weighted mean score:	38	1	-	-	39
	Number:	19	1	-	-	20
	Percent:	95	5	-	-	100
44. Apply simple first aid techniques.		40	-	-	-	40
		20	-	-	-	20
		100	-	-	-	100
45. Identify hazardous conditions and employ preventive safety measures.		36	2	-	-	38
		18	2	-	-	20
		90	10	-	-	100
46. Recognize the need for professional medical and emergency resources.		40	-	-	-	40
		20	-	-	-	20
		100	-	-	-	100
47. Observe and report situations clearly and accurately.		34	3	-	-	37
		17	3	-	-	20
		85	15	-	-	100
48. Identify methods of prevention and treatment of common illnesses.		34	3	-	-	37
		17	3	-	-	20
		85	15	-	-	100
49. Identify conditions that affect physical and mental health.		38	1	-	-	39
		19	1	-	-	20
		95	5	-	-	100
Average		37.1	1.4	-	-	38.5
		18.6	1.4	-	-	20.0
		92.9	7.1	-	-	100.0

COMPETENCY ASSESSMENT
ACCORDING TO HOMEMAKERS
(n = 20 Respondents)

X Business and Family Finance Skills

Competency		Important	Useful	Not Important	No Opinion	Total
50. Identify costs in the operation of a family project and budget resources accordingly.	Weighted mean score:	28	6	-	-	34
	Number:	14	6	-	-	20
	Percent:	70	30	-	-	100
51. Manage and evaluate family budget (e.g., expenses, insurance, savings, use of credit, etc.)		34	3	-	-	37
		17	3	-	-	20
		85	15	-	-	100
52. Establish a record-keeping system for family income and expenses.		12	13	- 1	-	24
		6	13	1	-	20
		30	65	5	-	100
53. Deal appropriately with business forms (such as those related to purchasing, taxes, insurance, credit agreements, housing, etc.)		30	5	-	-	35
		15	5	-	-	20
		75	25	-	-	100
54. Maintain good business correspondence practice.		16	11	-	0	27
		8	11	-	1	20
		40	55	-	5	100
Average		24.0	7.6	- 0.2	0	31.4
		12.0	7.6	0.2	0.2	20.0
		60.0	38.0	1.0	1.0	100.0

APPENDIX C

AGENCIES

List of Respondents
Letter
Questionnaire
Tabulation

AGENCY RESPONDENTS*

Agency	Position
Albion Correctional Facility	Deputy Superintendent, Program Services
BOCES, Onondaga-Madison	Program Supervisor
BOCES, Tompkins-Seneca-Tioga	Director, Federal Aid and Planning
Catholic Youth Organization	Executive Director
Child and Family Service	Executive Director
Consolidated Industries	Assistant Executive Director
Cooperative Extension, Cornell	Associate Professor and Staff Development Officer
Dunbar Association, Inc.	Executive Director
Elmcrest Children's Center	Director, Boys' Division
Huntington Family Center	Executive Director
Hutchings Psychiatric Center	Director of Education and Training
Loretto Geriatric Center	Assistant Director of Education
Onondaga Council Camp Fire Girls, Inc.	Field Director
Onondaga County Cooperative Extension Association, Syracuse	Cooperative Extension Agent
Onondaga County Department of Health	(1) Director, Public Health Social Work (2) Public Health Social Worker
Onondaga County Department of Mental Health	Program Manager, Alcohol and Drugs
Onondaga County Department of Probation	Administrative Assistant
Onondaga County Department of Social Services	(1) 'A' Supervisor, Home Services (2) 'A' Supervisor, Public Assistance (3) Training Director
P.E.A.C.E., Inc.	Deputy for Administration
The Salvation Army	Associate Executive Director
St. Camillus Extended Care Facility	Director of Social Services
Syracuse Neighborhood Health Center	Director, Family Services
Volunteer Center, Inc.	Executive Director
YMCA of Syracuse and Onondaga County	General Executive
Y-Med Program	Director of Social Services, Public Health

---

*The responses of agency personnel do not necessarily reflect official policies or positions of the agencies in which they are employed.

February 4, 1975

Dear____________:

We are pleased that you, as a representative of a human services agency, have agreed to serve as a member of a group of experts to advise on the RLS competency assessment project.

Enclosed is a set of competencies judged useful in the area of human services by a panel of educators and a worksheet for your use in this project.

We are anxious to determine whether you would consider the listed competencies appropriate for human service professionals or paraprofessionals in your agency. If the competency is not clearly enough defined for you to check the appropriate column, or if you believe your answer needs to be qualified in some way, please use the "comments" column to so indicate.

At the bottom of the worksheet is a space for you to note your social security number. This is needed to process your honorarium. It is essential that the completed worksheet be received by February 15th. If, for any reason, you find that you are unable to complete the project within this time frame, please let us know so that we may select an alternate.

We appreciate your participation in this project. If you wish to receive a copy of the project report when it is completed, please indicate this in the appropriate place at the end of the worksheet.

Sincerely,

Ruth Nickse, Ph.D.
Project Director
Coordinator of Assessment

RSN:cds
Enclosures

REGIONAL LEARNING SERVICE
405 Oak Street
Syracuse, New York 13203

COMPETENCY ASSESSMENT PROJECT

WORKSHEET

Name:____________________

Position/Title:____________________

Mailing Address:____________________

Agency Address:____________________

Social Security No.____________________

_____I do not wish to receive a copy of the final report when it is completed.

_____Please include my name on the mailing list for the final report.

INSTRUCTIONS: The numbers in Column A refer to the competencies listed on the General Competency List attached.

1. Indicate by a check (✓) in Column B whether or not the competency is essential for professionals and/or paraprofessionals.
2. Indicate by a check (✓) in Column C whether or not the competency is desirable for professionals and or paraprofessionals.
3. Check Column D when the competency is not needed for professionals and/or paraprofessionals.
4. Check Column E when the competency is undesirable for professionals and/or paraprofessionals.
5. Use Column F for comments when you wish to revise or refine a competency definition, or to qualify your answer.

AGCY:1/28/75
Attachments

AGENCY

Page 1 of 6

COMPETENCY ASSESSMENT PROJECT WORKSHEET

(A)	(B)		(C)		(D)		(E)		(F)
Competency Number	Essential		Desirable		Not Needed		Undesirable		
	Prof	Para	Prof	Para	Prof	Para	Prof	Para	COMMENTS
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

1. Identify the program area(s) within your agency with which you are affiliated.

2. Check those which you had in mind when you completed this questionnaire.

3. Identify the educational level of paraprofessionals employed in each program area with which you are affiliated.

AGCY:1/28/75

APPENDIX C

COMPETENCY ASSESSMENT*
ACCORDING TO AGENCIES
(n = 29 Respondents)

I Home Management Skills (Goal Setting)

Competency		Essential Prof	Essential Para	Desirable Prof	Desirable Para	Not Needed Prof	Not Needed Para	Undesirable Prof	Undesirable Para	No Answer Prof	No Answer Para	Total Prof	Total Para
1. Identify desired goals/ outcomes.	Weighted mean score:	50	40	3	8	–	- 1	–	–	0	–	53	47
	Number:	25	20	3	8	–	1	–	–	1	–	29	29
	Percent:	86.2	69.0	10.3	27.6	–	3.4	–	–	3.5	–	100	100
2. Assess appropriateness of desired outcomes/goals.		46	22	5	14	–	- 4	–	–	–	–	51	32
		23	11	5	14	–	4	–	–	1	–	29	29
		79.3	37.9	17.2	48.3	–	13.8	–	–	3.5	–	100	100
3. Identify alternative resources necessary to accomplish outcomes/ goals.		46	24	5	13	–	- 2	–	–	0	0	51	35
		23	12	5	13	–	2	–	–	1	2	29	29
		79.3	41.4	17.2	44.8	–	6.9	–	–	3.5	6.9	100	100
4. Identify the sequence and timing of tasks necessary to achieve outcomes/goals.		34	24	9	11	- 2	- 5	–	–	0	0	41	30
		17	12	9	11	2	5	–	–	1	1	29	29
		58.6	41.4	31.0	37.9	6.9	17.2	–	–	3.5	3.5	100	100
5. Assign responsibilities for performing tasks.		42	18	6	9	- 1	- 9	–	- 2	0	0	47	16
		21	9	6	9	1	9	–	1	1	1	29	29
		72.4	31.0	20.7	31.0	3.4	31.0	–	3.5	3.5	3.5	100	100
6. Evaluate performance of tasks by providing feedback, rewards, criticism, etc.		48	32	3	9	- 1	- 3	–	–	0	0	50	38
		24	16	3	9	1	3	–	–	1	1	29	29
		82.8	55.2	10.3	31.0	3.4	10.3	–	–	3.5	3.5	100	100
Average		44.3	26.6	5.2	10.7	- 0.7	- 4.0	–	- 0.3	0	0	48.[illegible]	33
		22.1	13.3	5.2	10.7	0.7	4.0	–	0.2	1.0	0.8	29.[illegible]	29
		76.4	46.0	17.8	36.8	2.3	13.8	–	0.6	3.5	2.8	100.0	100

---

*Assessment according to question: "Are these competencies considered Essential, Desirable, Not Needed, Undesirable, for Professionals and Paraprofessionals in your organization?" Weighting code: Essential: (+2); Desirable: (+1); Not Needed: (-1); Undesirable: (-2).

COMPETENCY ASSESSMENT
ACCORDING TO AGENCIES
(n = 29 Respondents)

II **Decision-Making Skills**

Competency		Essential Prof	Essential Para	Desirable Prof	Desirable Para	Not Needed Prof	Not Needed Para	Undesirable Prof	Undesirable Para	No Answer Prof	No Answer Para	Total Prof	Total Para
7. Develop ground rules for participating in decision-making.	Weighted mean score:	42	14	5	14	- 2	- 7	-	- 2	0	-	45	19
	Number:	21	7	5	14	2	7	-	1	1	-	29	29
	Percent:	72.4	24.1	17.2	48.3	6.9	24.1	-	3.5	3.5	-	100	100
8. Identify appropriate steps in the decision-making process.		40	16	8	12	-	- 7	-	- 2	0	0	48	19
		20	8	8	12	-	7	-	1	1	1	29	29
		69.0	27.6	27.6	41.4	-	24.1	-	3.5	3.4	3.4	100	100
9. Implement appropriate steps in collective decision-making processes.		42	18	6	12	-	- 7	- 2	-	0	0	46	23
		21	9	6	12	-	7	1	-	1	1	29	29
		72.3	31.0	20.7	41.4	-	24.1	3.5	-	3.5	3.5	100	100
10. Accept responsibility for decisions.		46	34	3	7	-	- 2	- 4	- 4	0	0	45	35
		23	17	3	7	-	2	2	2	1	1	29	29
		79.3	58.6	10.3	24.1	-	6.9	6.9	6.9	3.5	3.5	100	100
Average		42.5	20.5	5.5	11.2	- 0.5	- 5.7	- 1.5	- 2.0	0	0	46	24
		21.3	10.3	5.5	11.2	0.5	5.7	0.7	1.0	1.0	0.8	29	29
		73.3	35.3	19.0	38.8	1.7	19.8	2.6	3.4	3.4	2.7	100	100

COMPETENCY ASSESSMENT
ACCORDING TO AGENCIES
(n = 29 Respondents)

III Interpersonal Relations Skills

Competency		Essential		Desirable		Not Needed		Undesirable		No Answer		Total	
		Prof	Para	Prof	Para	Prof	Para	Prof	Para	Prof	Para	Prof	Para
11. Express own feelings and needs.	Weighted mean score:	42	38	4	7	- 1	- 1	- 2	- 2	0	0	43	42
	Number:	21	19	4	7	1	1	1	1	2	1	29	29
	Percent:	72.4	65.5	13.8	24.1	3.5	3.5	3.5	3.5	6.8	3.4	100	100
12. Enable others to express feelings and needs.		48	40	3	7	- 1	- 1	-	- 2	0	-	50	44
		24	20	3	7	1	1	-	1	1	-	29	29
		82.8	69.0	10.3	24.1	3.5	3.5	-	3.4	3.4	-	100	100
13. Accurately perceive and respond to others' feelings and needs.		48	42	4	7	-	- 1	-	-	0	-	52	48
		24	21	4	7	-	1	-	-	1	-	29	29
		82.8	72.4	13.8	24.1	-	3.5	-	-	3.4	-	100	100
14. Implement appropriate behaviors with individuals and small groups to communicate support, criticism, and advocacy.		44	28	6	12	-	- 1	-	-	0	0	50	39
		22	14	6	12	-	1	-	-	1	2	29	29
		75.9	48.3	20.7	41.4	-	3.5	-	-	3.4	6.8	100	100
15. Identify effective methods of discipline (including self-control).		40	26	7	13	- 1	- 2	-	-	0	0	46	37
		20	13	7	13	1	2	-	-	1	1	29	29
		69.0	44.8	24.1	44.8	3.5	6.9	-	-	3.4	3.5	100	100
16. Facilitate and establish communication between age, sex, ethnic, racial, or religious groups.		38	30	8	10	-	- 2	-	- 2	0	0	46	36
		19	15	8	10	-	2	-	1	2	1	29	29
		65.5	51.7	27.6	34.5	-	6.9	-	3.5	6.9	3.4	100	100
17. Identify appropriate roles for individuals of different ages and in different situations.		36	14	7	11	- 1	- 6	- 2	- 4	0	0	40	15
		18	7	7	11	1	6	1	2	2	3	29	29
		62.1	24.1	24.1	37.9	3.5	20.7	3.5	6.9	6.8	10.4	100	100
18. Implement appropriate roles in helping others problem solve.		38	20	7	11	-	- 6	- 2	-	0	0	43	25
		19	10	7	11	-	6	1	-	2	2	29	29
		65.5	34.5	24.1	37.9	-	20.7	3.5	-	6.9	6.9	100	100

COMPETENCY ASSESSMENT
ACCORDING TO AGENCIES
(n = 29 Respondents)

III Interpersonal Relations Skills (Continued)

Competency		Essential		Desirable		Not Needed		Undesirable		No Answer		Total	
		Prof	Para	Prof	Para	Prof	Para	Prof	Para	Prof	Para	Prof	Para
Average	Weighted mean score:	41.8	29.8	5.7	9.8	- 0.5	- 2.5	- 0.8	- 1.3	0	0	46.2	35.8
	Number:	20.9	14.9	5.7	9.8	0.5	2.5	0.4	0.6	1.5	1.2	29.0	29.0
	Percent:	72.0	51.3	19.8	33.6	1.7	8.6	1.3	3.3	5.2	4.3	100.0	100.0
19. Tutor children.		8	2	4	12	-17	-14	- 2	- 2	0	0	- 7	- 2
(Not included in Average)		4	1	4	12	17	14	1	1	3	1	29	29
		13.8	3.5	13.8	41.4	58.6	48.3	3.5	3.4	10.3	3.4	100	100

COMPETENCY ASSESSMENT
ACCORDING TO AGENCIES
(n = 29 Respondents)

IV Understanding Self-Skills

Competency		Essential		Desirable		Not Needed		Undesirable		No Answer		Total	
		Prof	Para	Prof	Para	Prof	Para	Prof	Para	Prof	Para	Prof	Para
20. Identify own abilities.	Weighted mean score:	44	42	5	8	- 1	-	-	-	0	-	48	50
	Number:	22	21	5	8	1	-	-	-	1	-	29	29
	Percent:	75.9	72.4	17.2	27.6	3.5	-	-	-	3.4	-	100	100
21. Identify own interests.		40	40	5	8	- 3	- 1	-	-	0	-	42	47
		20	20	5	8	3	1	-	-	1	-	29	29
		69.0	69.0	17.2	27.6	10.3	3.4	-	-	3.5	-	100	100
22. Identify own values and their order of importance.		44	40	5	9	- 1	-	-	-	0	-	48	49
		22	20	5	9	1	-	-	-	1	-	29	29
		75.9	69.0	17.2	31.0	3.5	-	-	-	3.4	-	100	100
23. Identify own basic and strongly held beliefs.		46	40	1	5	- 2	- 2	- 2	- 4	0	-	43	39
		23	20	1	5	2	2	1	2	2	-	29	29
		79.3	69.0	3.4	17.2	6.9	6.9	3.5	6.9	6.9	-	100	100
24. Identify own potentials and opportunities for development.		46	34	5	12	-	-	-	-	0	-	51	46
		23	17	5	12	-	-	-	-	1	-	29	29
		79.3	58.6	17.2	41.4	-	-	-	-	3.5	-	100	100
25. Identify own learning needs.		34	32	8	12	- 3	- 1	-	-	0	-	39	43
		17	16	8	12	3	1	-	-	1	-	29	29
		58.6	55.2	27.6	41.4	10.3	3.5	-	-	3.5	-	100	100
26. Identify own goals for self-improvement.		40	34	7	12	- 1	-	-	-	0	-	46	46
		20	17	7	12	1	-	-	-	1	-	29	29
		69.0	58.6	24.1	41.4	3.5	-	-	-	3.4	-	100	100
Average		42.0	37.4	5.2	9.4	- 1.6	- 0.6	- 0.3	- 0.6	0	-	45.3	45.7
		21.0	18.7	5.2	9.4	1.6	0.6	0.1	0.3	1.1	-	29.0	29.0
		72.4	64.5	17.7	32.5	5.4	2.0	0.5	1.0	4.0	-	100.0	100.0

COMPETENCY ASSESSMENT
ACCORDING TO AGENCIES
(n = 29 Respondents)

V Human Development Skills

Competency		Essential		Desirable		Not Needed		Undesirable		No Answer		Total	
		Prof	Para	Prof	Para	Prof	Para	Prof	Para	Prof	Para	Prof	Para
27. Identify the physical in- tellectual and emotional needs of individuals at different stages of human development.	Weighted mean score:	44	12	6	18	-	- 5	-	-	0	-	50	25
	Number:	22	6	6	18	-	5	-	-	1	-	29	29
	Percent:	75.9	20.7	20.7	62.1	-	17.2	-	-	3.4	-	100	100
28. Describe a range of indicators of normal development for individuals.		36	14	9	15	- 1	- 6	-	- 2	0	-	44	21
		18	7	9	15	1	6	-	1	1	-	29	29
		62.1	24.1	31.0	51.7	3.5	20.7	-	3.4	3.5	-	100	100
29. Describe some indicators of abnormal development for each stage.		40	14	6	15	- 2	- 6	-	- 2	0	-	44	21
		20	7	6	15	2	6	-	1	1	-	29	29
		69.0	24.1	20.7	51.7	6.9	20.7	-	3.4	3.5	-	100	100
30. Describe some major influences on human development.		42	16	6	16	- 1	- 5	[illegible]	-	0	-	47	27
		21	8	6	16	1	5	-	-	1	-	29	29
		72.4	27.6	20.7	55.2	3.5	17.2	-	-	3.4	-	100	100
31. Describe how various aspects of development influence each other.		34	12	9	15	- 2	- 8	-	-	0	-	41	19
		17	6	9	15	2	8	-	-	1	-	29	29
		58.6	20.7	31.0	51.7	6.9	27.6	-	-	3.5	-	100	100
Average		39.2	18.6	7.2	15.8	- 1.2	- 6.0	-	- 0.8	0	-	45.2	22.6
		19.6	6.8	7.2	15.8	1.2	6.0	-	0.4	1	-	29.0	29.0
		67.6	23.4	24.8	54.5	4.1	20.7	-	1.4	3.5	-	100.0	100.0

COMPETENCY ASSESSMENT
ACCORDING TO AGENCIES
(n = 29 Respondents)

VI Community Resources Skills

Competency		Essential		Desirable		Not Needed		Undesirable		No Answer		Total	
		Prof	Para	Prof	Para	Prof	Para	Prof	Para	Prof	Para	Prof	Para
32. Describe methods for identifying and evaluating community resources in the areas of: medical, emergency, financial, legal, cultural, recreational, educational, rehabilitation, government, and religious.	Weighted mean score:	50	20	3	14	-	- 5	-	-	0	-	53	29
	Number:	25	10	3	14	-	5	-	-	1	-	29	29
	Percent:	86.2	34.5	10.3	48.3	-	17.2	-	-	3.5	-	100	100
33. Use community resources effectively.		52	32	2	9	-	- 4	-	-	0	-	54	37
		26	16	2	9	-	4	-	-	1	-	29	29
		89.7	55.2	6.9	31.0	-	13.8	-	-	3.4	-	100	100
34. Match resources and needs of individuals and family.		46	24	4	9	- 1	- 6	-	- 2	0	0	49	25
		23	12	4	9	1	6	-	1	1	1	29	29
		79.3	41.4	13.8	31.0	3.5	20.7	-	3.5	3.4	3.4	100	100
35. Develop appropriate resources where none are available.		42	10	6	10	- 1	-13	-	- 2	0	-	47	5
		21	5	6	10	1	13	-	1	1	-	29	29
		72.4	17.2	20.7	34.5	3.5	44.8	-	3.4	3.5	-	100	100
Average		47.5	21.5	3.8	10.5	- 0.5	7.0	-	- 1.0	0	0	50.8	24
		23.7	10.7	3.8	10.5	0.5	7.0	-	0.5	1.0	0.3	29.0	29
		81.9	37.1	12.9	36.2	1.7	24.1	-	1.7	3.5	0.9	100	100

COMPETENCY ASSESSMENT
ACCORDING TO AGENCIES
(n = 29 Respondents)

VII **Physical Environment Skills**

Competency		Essential		Desirable		Not Needed		Undesirable		No Answer		Total	
		Prof	Para	Prof	Para	Prof	Para	Prof	Para	Prof	Para	Prof	Para
36. Identify and evaluate elements which determine the quality of physical environments.	Weighted mean score:	26	12	10	15	- 5	- 8	-	-	0	-	31	19
	Number:	13	6	10	15	5	8	-	-	1	-	29	29
	Percent:	44.8	20.7	34.5	51.7	17.2	27.6	-	-	3.5	-	100	100
37. Create physical environments with specified characteristics.		14	10	12	14	- 8	- 9	- 2	- 2	0	-	16	13
		7	5	12	14	8	9	1	1	1	-	29	29
		24.1	17.2	41.4	48.3	27.6	31.0	3.4	3.5	3.5	-	100	100
Average		20.0	11.0	11.0	14.5	- 6.5	- 8.5	- 1.0	- 1.0	0	-	23.5	16
		10.0	5.5	11.0	14.5	6.5	8.5	0.5	0.5	1.0	-	29.0	29
		34.5	19.0	37.9	50.0	22.4	29.3	1.7	1.7	3.5	-	100.0	100

COMPETENCY ASSESSMENT
ACCORDING TO AGENCIES
(n = 29 Respondents)

VIII Goods and Services Skills

Competency		Essential		Desirable		Not Needed		Undesirable		No Answer		Total	
		Prof	Para	Prof	Para	Prof	Para	Prof	Para	Prof	Para	Prof	Para
38. Select goods and services on the basis of careful comparisons of such factors as cost, durability, safety, reliability, etc.	Weighted mean score:	26	24	12	12	- 2	- 5	- 2	-	0	-	34	31
	Number:	13	12	12	12	2	5	1	-	1	-	29	29
	Percent:	44.8	41.4	41.4	41.4	6.9	17.2	3.5	-	3.4	-	100	100
39. Use goods and services safely and efficiently.		28	36	10	10	- 4	- 1	-	-	0	-	34	45
		14	18	10	10	4	1	-	-	1	-	29	29
		48.3	62.1	34.5	34.5	13.8	3.4	-	-	3.4	-	100	100
40. Repair or provide for the repair of goods.		8	16	8	11	-15	- 9	- 2	- 2	0	-	- 1	16
		4	8	8	11	15	9	1	1	1	-	29	29
		13.8	27.6	27.6	37.9	51.7	31.0	3.5	3.5	3.4	-	100	100
41. Maintain or provide for the maintenance of goods.		10	16	8	10	-12	- 8	- 4	- 4	0	0	2	14
		5	8	8	10	12	8	2	2	2	1	29	29
		17.2	27.6	27.6	34.5	41.4	27.6	6.9	6.9	6.9	3.4	100	100
42. Negotiate the purchase, exchange, or sale of goods and/or services.		16	12	8	7	- 7	-10	- 8	-10	0	0	9	- 1
		8	6	8	7	7	10	4	5	2	1	29	29
		27.6	20.7	27.6	24.1	24.1	34.5	13.8	17.2	6.9	3.5	100	100
Average		17.6	20.8	9.2	10.0	- 8.0	- 6.6	- 3.2	- 3.2	0	0	15.6	21
		8.8	10.4	9.2	10.0	8.0	6.6	1.6	1.6	1.4	0.4	29.0	29
		30.3	35.9	31.7	34.5	27.6	22.8	5.5	5.5	4.9	1.3	100.0	100

COMPETENCY ASSESSMENT
ACCORDING TO AGENCIES
(n = 29 Respondents)

IX Home Health Care

Competency		Essential Prof	Essential Para	Desirable Prof	Desirable Para	Not Needed Prof	Not Needed Para	Undesirable Prof	Undesirable Para	No Answer Prof	No Answer Para	Total Prof	Total Para
43. Plan and prepare meals that meet requirements for good nutrition.	Weighted mean score:	16	28	12	12	- 7	- 2	-	-	0	0	21	38
	Number:	8	14	12	12	7	2	-	-	2	1	29	29
	Percent:	27.6	48.3	41.4	41.4	24.1	6.9	-	-	6.9	3.4	100	100
44. Apply simple first aid technique.		24	34	10	9	- 6	- 3	-	-	0	-	28	40
		12	17	10	9	6	3	-	-	1	-	29	29
		41.4	58.6	34.5	31.0	20.7	10.4	-	-	3.4	-	100	100
45. Identify hazardous conditions and employ preventive safety measures.		28	34	11	9	- 2	- 1	- 2	- 2	0	0	35	40
		14	17	11	9	2	1	1	1	1	1	29	29
		48.3	58.6	37.9	31.0	6.9	3.5	3.5	3.5	3.4	3.4	100	100
46. Recognize the need for professional medical and emergency resources.		44	44	5	7	- 1	-	-	-	0	-	48	51
		22	22	5	7	1	-	-	-	1	-	29	29
		75.9	75.9	17.2	24.1	3.5	-	-	-	3.4	-	100	100
47. Observe and report situations clearly and accurately.		46	48	5	5	-	-	-	-	0	-	51	53
		23	24	5	5	-	-	-	-	1	-	29	29
		79.3	82.8	17.2	17.2	-	-	-	-	3.5	-	100	100
48. Identify methods of prevention and treatment of common illnesses.		30	24	8	15	- 3	- 1	- 2	- 2	0	-	33	36
		15	12	8	15	3	1	1	1	2	-	29	29
		51.7	41.4	27.6	51.7	10.3	3.5	3.5	3.4	6.9	-	100	100
49. Identify conditions that affect physical and mental health.		46	30	4	12	- 1	- 1	-	- 2	0	-	49	39
		23	15	4	12	1	1	-	1	1	-	29	29
		79.3	51.7	13.8	41.4	3.5	3.5	-	3.4	3.4	-	100	100
Average		33.4	34.6	7.9	9.8	- 2.9	- 1.1	- 0.6	- 0.9	0	0	37.8	42.4
		16.7	17.3	7.9	9.8	2.9	1.1	0.3	0.4	1.2	0.4	29.0	29.0
		57.6	59.6	27.1	34.0	9.9	3.9	1.0	1.5	4.4	1.0	100.0	100.0

COMPETENCY ASSESSMENT
ACCORDING TO AGENCIES
(n = 29 Respondents)

X **Business and Family Finance**

Competency		Essential Prof	Essential Para	Desirable Prof	Desirable Para	Not Needed Prof	Not Needed Para	Undesirable Prof	Undesirable Para	No Answer Prof	No Answer Para	Total Prof	Total Para
50. Identify costs in the operation of a family project and budget resources accordingly.	Weighted mean score:	42	30	6	11	- 1	- 2	-	- 2	0	-	47	37
	Number:	21	15	6	11	1	2	-	1	1	-	29	29
	Percent:	72.4	51.7	20.7	37.9	3.5	6.9	-	3.4	3.5	-	100	100
51. Manage and evaluate family budget (e.g., expenses, insurance, savings, use of credit, etc.)		40	24	7	14	- 1	- 2	-	- 2	0	-	46	34
		20	12	7	14	1	2	-	1	1	-	29	29
		69.0	41.4	24.1	48.3	3.5	6.9	-	3.4	3.4	-	100	100
52. Establish a record-keeping system for family income and expenses.		32	18	7	13	- 3	- 5	- 2	- 4	0	-	34	22
		16	9	7	13	3	5	1	2	2	-	29	29
		55.2	31.0	24.1	44.8	10.3	17.2	3.5	7.0	6.9	-	100	100
53. Deal appropriately with business forms (such as those related to purchasing, taxes, insurance, credit agreements, housing, etc.)		34	18	9	15	- 2	- 5	-	-	0	-	41	28
		17	9	9	15	2	5	-	-	1	-	29	29
		58.6	31.0	31.0	51.7	6.9	17.3	-	-	3.5	-	100	100
54. Maintain good business correspondence practice.		42	16	4	9	- 3	-12	-	-	0	-	43	13
		21	8	4	9	3	12	-	-	1	-	29	29
		72.4	27.6	13.8	31.0	10.3	41.4	-	-	3.5	-	100	100
Average		38.0	21.2	6.6	12.4	- 2.0	- 5.2	- 0.4	- 1.6	0	-	42.2	26.8
		19.0	10.6	6.6	12.4	2.0	5.2	0.2	0.8	1.2	-	29.0	29.0
		65.5	36.6	22.8	42.8	6.9	17.9	0.7	2.8	4.1	-	100.0	100.0

APPENDIX D

HUMAN SERVICE EDUCATORS

List of Respondents
Letter
Questionnaire
Tabulation
Letters from Respondents

RESPONDENT EDUCATORS

Institution	Position
Cazenovia College	Assistant Professor, Human Services and Child Study Programs
College for Human Services	Director of Field Development
Cornell University, College of Human Ecology	Associate Professor, Nursery/Kindergarten Program
Cornell University, College of Human Ecology	Associate Professor, Management, Housing, and Consumer Education
Cornell University, College of Human Ecology	Associate Professor, Home Economics, Consumer Education and Health
Cornell University, College of Human Ecology	Associate Professor, Consumer Economics and Public Policy Department
Corning Community College	Director, Human Services
Hudson Valley Community College	Department Chairman, Human Services
Jamestown Community College	Coordinator, Human Services Program
Monroe Community College	Chairman, Human Services Department
Pennsylvania State University, College of Human Development	Professor, Family Economics and Management, Division of Individual and Family Studies
Rochester Institute of Technology	Director, Social Work Department
Rockland Community College	Director, Human Services Program
State University College at Buffalo	Assistant Professor, Consumer and Business Studies Department
State University College at Buffalo	Chairman, Home Economics Department
State University College at Buffalo	Assistant Professor, Department of Human Development, and Coordinator of Field Studies, Human Service/Social Work Sequence
State University College at Oneonta	Professor and Chairman, Home Economics Department
State University of New York at Plattsburgh	Professor, Home Economics Education (Teacher Preparation)
Syracuse University, College for Human Development	Assistant Professor, Home Economics Education (Teacher Preparation) and Child and Family Service

Institution	Position
Syracuse University, College for Human Development	Director, Family and Community Services Program
Syracuse University, College for Human Development	Assistant Professor, Early Childhood Education
Syracuse University, School of Education	Associate Director, Teacher Corps
Tompkins-Cortland Community College	Adjunct Instructor, Human Services

February 4, 1975

Dear ____________:

We are pleased that, as a "Human Services" educator, you have agreed to serve as a member of a group of expert advisors on our competency assessment project.

Enclosed is a set of competencies judged useful in the area of human services by a panel of educators and a worksheet for your use in the project.

We are anxious to determine whether you would consider these competencies appropriate for inclusion in a course at your institution. Please check the TOP educational level at which you believe the competency would merit credit. If the competency is not clearly enough defined for you to check the appropriate educational level, or needs further clarification or qualification, please add these in the column headed "comments." Also, feel free to make revisions on the list of competencies themselves.

Please indicate whether each competency is presently an objective of a learning experience for which credit is offered at your institution by checking "yes" or "no" in the column to the left of the competency number on the worksheet.

At the bottom of the worksheet is a space for your social security number which is necessary to process your honorarium. It is essential that these completed worksheets be received before February . If, for any reason, you find you are unable to undertake the project within this time frame, please let us know so that we may select an alternate.

We appreciate your participation in this project. If you wish to receive a copy of the project report when it is completed, please indicate this in the appropriate place at the end of the worksheet.

Sincerely,

Ruth S. Nickse, Ph.D.
Project Director
Coordinator of Assessment

RSN:cds
Enclosures

REGIONAL LEARNING SERVICE
405 Oak Street
Syracuse, New York 13203

COMPETENCY ASSESSMENT PROJECT

WORKSHEET

Name: ____

Position/Title: ____________________ Institution: ________________

Mailing Address: ____

Institution Address: ____

Social Security No. ____

_____ I do not wish to receive a copy of the final report when it is completed.

_____ Please include my name on the mailing list for the final report.

With which educational programs are you affiliated? ________________

____

____

____

INSTRUCTIONS: The numbers in Column B refer to the competencies listed on the General Competency List attached.

1. Indicate by a check (✓) in Column A whether or not the competency is an objective of a learning experience for which credit is currently offered at your institution.
2. Check in Column C, D or E the top educational level at which you believe the competency would merit credit.
3. Use Column F to note any clarifications or qualifications you find necessary to add in order to check the appropriate educational level.

EDUC:1/28/75
Attachments

EDUCATORS Page 1 of 5

COMPETENCY ASSESSMENT PROJECT WORKSHEET

(A)		(B)	(C)	(D)	(E)	(F)
			TOP LEVEL OF CREDITABILITY			
				Post-Secondary		
Currently in your Curriculum		Competency Number	Secondary Education	Years 1 & 2	Years 1 & 2	COMMENTS
Yes	No					
		1				
		2				
		3				
		4				
		5				
		6				
		7				
		8				

.
.
.

Etc., through Competency No. 54.

List Other Appropriate Competencies:

APPENDIX D

COMPETENCY ASSESSMENT*
ACCORDING TO EDUCATORS
(n = 24 Respondents)

I Home Management Skills (Goal Setting)

Competency		1* Top Level of Creditability					2** Currently in Your Curriculum		
			Post-Secondary						
		Secondary Education	Years 1 & 2	Years 3 & 4	No Answer	Total	Yes	No	No Answer
1. Identify desired goals/outcomes.	Weighted mean score:	0	8	28	0	36			
	Number:	1	8	14	1	24	16	7	1
	Percent	4.2	33.3	58.3	4.2	100	66.7	29.2	4.1
2. Assess appropriateness of desired outcomes/goals.		0	6	32	0	38			
		1	6	16	1	24	16	7	1
		4.2	25.0	66.7	4.1	100	66.7	29.2	4.1
3. Identify alternative resources necessary to accomplish outcomes/goals.		0	7	30	0	37			
		1	7	15	1	34	17	6	1
		4.2	29.2	62.5	4.1	100	70.8	25.0	4.2
4. Identify the sequence and timing of tasks necessary to achieve outcomes/goals.		0	6	28	0	34			
		1	6	14	3	24	16	7	1
		4.2	25.0	58.3	12.5	100	66.7	29.2	4.1
5. Assign responsibilities for performing tasks.		0	6	30	0	36			
		1	6	15	2	24	14	9	1
		4.2	25.0	62.5	8.3	100	58.3	37.5	4.2
6. Evaluate performance of tasks by providing feedback, rewards, criticism, etc.		-	7	32	0	39			
		-	7	16	1	24	18	5	1
		-	29.2	66.7	4.1	100	75.0	20.8	4.2
Average		0	6.7	30	0	36.7			
		0.8	6.7	15	1.5	24.0	16.2	6.8	1
		3.5	27.8	62.5	6.2	100	67.4	28.5	4.1

---

* Assessment according to question: "What is the top educational level at which you believe the competency would merit credit?" Weighting code: Secondary Education: (0); Post-Secondary Years 1 and 2: (+1); Post-Secondary Years 3 and 4: (+2).

**Question: "Is this competency currently an objective in your curriculum?"

COMPETENCY ASSESSMENT
ACCORDING TO EDUCATORS
(n = 24 Respondents)

II Decision-Making Skills

Competency		1 Top Level of Creditability					2 Currently in Your Curriculum		
		Secondary Education	Post-Secondary Years 1 & 2	Post-Secondary Years 3 & 4	No Answer	Total	Yes	No	No Answer
7. Develop ground rules for participating in decision-making.	Weighted mean score: Number: Percent:	- - -	7 7 29.2	30 15 62.5	0 2 8.3	37 24 100	16 66.7	7 29.2	1 4.1
8. Identify appropriate steps in the decision-making process.		- - -	9 9 37.5	26 13 54.2	0 2 8.3	35 24 100	19 79.2	5 20.8	- -
9. Implement appropriate steps in collective decision-making processes.		- - -	8 8 33.3	28 14 58.3	0 2 8.4	36 24 100	18 75.0	6 25.0	- -
10. Accept responsibility for decisions.		0 1 4.2	4 4 16.6	32 16 66.7	0 3 12.5	36 24 100	17 70.8	6 25.0	1 4.2
Average		0 0.2 1.0	7.0 7.0 29.2	29.0 14.5 60.4	0 2.3 9.4	36 24 100	17.5 72.9	6.0 25.0	0.5 2.1

COMPETENCY ASSESSMENT
ACCORDING TO EDUCATORS
(n = 24 Respondents)

III Interpersonal Relations Skills

		1 Top Level of Creditability					2 Currently in Your Curriculum		
			Post-Secondary						
Competency		Secondary Education	Years 1 & 2	Years 3 & 4	No Answer	Total	Yes	No	No Answer
11. Express own feelings and needs.	Weighted mean score:	0	10	18	-	28			
	Number:	5	10	9	-	24	21	3	-
	Percent:	20.8	41.7	37.5	-	100	87.5	12.5	-
12. Enable others to express feelings and needs.		0	7	28	-	35			
		3	7	14	-	24	21	3	-
		12.5	29.2	58.3	-	100	87.5	12.5	-
13. Accurately perceive and respond to others' feelings and needs.		0	5	36	-	41			
		1	5	18	-	24	21	3	-
		4.2	20.8	75.0	-	100	87.5	12.5	-
14. Implement appropriate behaviors with individuals and small groups to communicate support, criticism, and advocacy.		-	6	36	-	42			
		-	6	18	-	24	21	3	-
		-	25.0	75.0	-	100	87.5	12.5	-
15. Identify effective methods of discipline (including self-control).		0	5	34	0	39			
		1	5	17	1	24	21	3	-
		4.2	20.8	70.8	4.2	100	87.5	12.5	-
16. Facilitate and establish communication between age, sex, ethnic, racial, or religious groups.		0	1	42	0	43			
		1	1	21	1	24	21	3	-
		4.2	4.2	87.4	4.2	100	87.5	12.5	-
17. Identify appropriate roles for individuals of different ages and in different situations.		-	6	32	0	38			
		-	6	16	2	24	20	4	-
		-	25.0	66.7	8.3	100	83.3	16.7	-
18. Implement appropriate roles in helping others problem solve.		-	1	40	0	41			
		-	1	20	3	24	20	4	-
		-	4.2	83.3	12.5	100	83.3	16.7	-

COMPETENCY ASSESSMENT
ACCORDING TO EDUCATORS
(n = 24 Respondents)

III Interpersonal Relations Skills (Continued)

		1 Top Level of Creditability					2 Currently in Your Curriculum		
			Post-Secondary						
Competency		Secondary Education	Years 1 & 2	Years 3 & 4	No Answer	Total	Yes	No	No Answer
Average	Weighted mean score:	0	5.1	33.3	0	38.4			
	Number:	1.4	5.1	16.6	0.9	24.0	20.8	3.2	-
	Percent:	5.7	21.4	69.3	3.6	100.0	86.5	13.5	-
19. Tutor children.		0	7	24	0	31			
(Not included in Average)		4	7	12	1	24	16	7	1
		16.6	29.2	50.0	4.2	100	66.7	29.2	4.2

COMPETENCY ASSESSMENT
ACCORDING TO EDUCATORS
(n = 24 Respondents)

IV Understanding Self-Skills

Competency		1 Top Level of Creditability					2 Currently in Your Curriculum		
		Secondary Education	Post-Secondary Years 1 & 2	Post-Secondary Years 3 & 4	No Answer	Total	Yes	No	No Answer
20. Identify own abilities.	Weighted mean score:	0	7	24	0	31			
	Number:	4	7	12	1	24	16	7	1
	Percent:	16.7	29.1	50.0	4.2	100	66.6	29.2	4.2
21. Identify own interests.		0	9	20	-	29			
		5	9	10	-	24	19	4	1
		20.8	37.5	41.7	-	100	79.1	16.7	4.2
22. Identify own values and their order of importance.		0	9	24	0	33			
		1	9	12	2	24	20	3	2
		4.2	37.5	50.0	8.3	100	83.3	12.5	4.2
23. Identify own basic and strongly held beliefs.		0	7	28	0	35			
		2	7	14	1	24	18	4	2
		8.3	29.2	58.3	4.2	100	75.0	16.7	8.3
24. Identify own potentials and opportunities for development.		0	4	32	0	36			
		3	4	16	1	24	17	6	1
		12.5	16.7	66.7	4.1	100	70.8	25.0	4.2
25. Identify own learning needs.		0	5	32	0	37			
		2	5	16	1	24	19	4	1
		8.3	20.8	66.7	4.2	100	79.2	16.6	4.2
26. Identify own goals for self-improvement.		0	3	36	0	39			
		1	3	18	2	24	18	6	-
		4.2	12.5	75.0	8.3	100	75.0	25.0	-
Average		0	6.3	28	0	34.3			
		2.6	6.3	14	1.1	24.0	18.3	4.8	0.9
		10.7	26.2	58.3	4.8	100.0	75.6	20.2	4.2

COMPETENCY ASSESSMENT
ACCORDING TO EDUCATORS
(n = 24 Respondents)

V Human Development Skills

Competency		1 Top Level of Creditability					2 Currently in Your Curriculum		
		Secondary Education	Post-Secondary Years 1 & 2	Post-Secondary Years 3 & 4	No Answer	Total	Yes	No	No Answer
27. Identify the physical, intellectual and emotional needs of individuals at different stages of human development.	Weighted mean score:	-	10	28	-	38			
	Number:	-	10	14	-	24	23	1	-
	Percent:	-	41.7	58.3	-	100	95.8	4.2	-
28. Describe a range of indicators of normal development for individuals.		-	13	22	-	35			
		-	13	11	-	24	21	3	-
		-	54.2	45.8	-	100	87.5	12.5	-
29. Describe some indicators of abnormal development for each stage.		0	9	28	-	37			
		1	9	14	-	24	21	3	-
		4.2	37.5	58.3	-	100	87.5	12.5	-
30. Describe some major influences on human development.		-	12	24	-	36			
		-	12	12	-	24	22	2	-
		-	50.0	50.0	-	100	91.7	8.3	-
31. Describe how various aspects of development influence each other.		-	9	28	0	37			
		-	9	14	1	24	23	1	-
		-	37.5	58.3	4.2	100	95.8	4.2	-
Average		0	10.6	26	0	36.6			
		0.2	10.6	13	0.2	24.0	22.0	2.0	-
		0.8	44.2	54.2	0.8	100.0	91.7	8.3	-

COMPETENCY ASSESSMENT
ACCORDING TO EDUCATORS
(n = 24 Respondents)

VI Community Resources Skills

Competency		1 Top Level of Creditability					2 Currently in Your Curriculum		
			Post-Secondary						
		Secondary Education	Years 1 & 2	Years 3 & 4	No Answer	Total	Yes	No	No Answer
32. Describe methods for identifying and evaluating community resources in the area of: medical, emergency, financial, legal, cultural, recreational, educational, rehabilitation, government, and religious.	Weighted mean score:	0	5	30	0	35			
	Number:	1	5	15	3	24	18	4	2
	Percent:	4.2	20.8	12.5	12.5	100	75.0	16.7	8.3
33. Use community resources effectively.		0	6	32	0	38			
		1	6	16	1	24	22	2	-
		4.2	25.0	66.6	4.2	100	91.7	8.3	-
34. Match resources and needs of individuals and family.		0	7	28	0	35			
		1	7	14	2	24	22	1	1
		4.2	29.2	58.3	8.3	100	91.7	4.2	4.2
35. Develop appropriate resources where none are available.		-	3	38	0	41			
		-	3	19	2	24	17	6	1
		-	12.5	79.2	8.3	100	70.8	25.0	4.2
Average		0	5.2	32	0	37.2			
		0.8	5.2	16	2.0	24.0	19.8	3.2	1.0
		3.1	21.9	66.7	8.3	100.0	82.3	13.5	4.2

COMPETENCY ASSESSMENT
ACCORDING TO EDUCATORS
(n = 24 Respondents)

VII Physical Environment Skills

		1 Top Level of Creditability					2 Currently in Your Curriculum		
			Post-Secondary						
Competency		Secondary Education	Years 1 & 2	Years 3 & 4	No Answer	Total	Yes	No	No Answer
36. Identify and evaluate elements which determine the quality of physical environments.	Weighted mean score:	-	9	24	0	33			
	Number:	-	9	12	3	24	15	8	1
	Percent:	-	37.5	50.0	12.5	100	62.5	33.3	4.2
37. Create physical environments with specified characteristics.		0	6	32	0	38			
		1	6	16	1	24	14	9	1
		4.2	25.0	66.6	4.2	100	58.3	37.5	4.2
Average		0	7.5	28	0	35.5			
		0.5	7.5	14	2.0	24.0	14.5	8.5	1.0
		2.1	31.3	58.3	8.3	100.0	60.4	35.4	4.2

COMPETENCY ASSESSMENT
ACCORDING TO EDUCATORS
(n = 24 Respondents)

VIII Goods and Services Skills

		1 Top Level of Creditability					2 Currently in Your Curriculum		
			Post-Secondary						
Competency		Secondary Education	Years 1 & 2	Years 3 & 4	No Answer	Total	Yes	No	No Answer
38. Select goods and services on the basis of careful comparisons of such factors as cost, durability, safety, reliability, etc.	Weighted mean score:	0	14	10	0	24			
	Number:	3	14	5	2	24	14	9	1
	Percent:	12.5	58.3	20.8	8.4	100	58.3	37.5	4.2
39. Use goods and services safely and efficiently.		0	10	10	0	20			
		7	10	5	2	24	11	12	1
		29.2	41.7	20.8	8.3	100	45.8	50.0	4.2
40. Repair or provide for the repair of goods.		0	8	10	0	18			
		7	8	5	4	24	8	15	1
		29.2	33.3	20.8	16.7	100	33.3	62.5	4.2
41. Maintain or provide for the maintenance of goods.		0	9	8	0	17			
		7	9	4	4	24	8	15	1
		29.2	37.4	16.7	16.7	100	33.3	62.5	4.2
42. Negotiate the purchase, exchange, or sale of goods and/or services.		0	9	10	0	19			
		6	9	5	4	24	10	12	2
		25.0	37.5	20.8	16.7	100	41.7	50.0	8.3
Average		0	10	9.6	0	19.6			
		6.0	10	4.8	3.2	24.0	10.2	12.6	1.2
		25.0	41.1	20.0	13.3	100.0	42.5	52.5	5.0

COMPETENCY ASSESSMENT
ACCORDING TO EDUCATORS
(n = 24 Respondents)

IX Home Health Care Skills

Competency		1 Top Level of Creditability					2 Currently in Your Curriculum		
			Post-Secondary						
		Secondary Education	Years 1 & 2	Years 3 & 4	No Answer	Total	Yes	No	No Answer
43. Plan and prepare meals that meet requirements for good nutrition.	Weighted mean score:	0	11	10	0	21			
	Number:	5	11	5	3	24	9	11	4
	Percent:	20.8	45.8	20.8	12.6	100	37.5	45.8	16.7
44. Apply simple first aid techniques.		0	10	10	0	20			
		8	10	5	1	24	11	13	-
		33.3	41.7	20.8	4.2	100	45.8	54.2	-
45. Identify hazardous conditions and employ preventive safety measures.		0	11	10	0	21			
		7	11	5	1	24	13	11	-
		29.2	45.8	20.8	4.2	100	54.2	45.8	-
46. Recognize the need for professional medical and emergency resources.		0	11	14	-	25			
		6	11	7	-	24	14	10	-
		25.0	45.8	29.2	-	100	58.3	41.7	-
47. Observe and report situations clearly and accurately.		0	10	18	-	28			
		5	10	9	-	24	17	7	-
		20.8	41.7	37.5	-	100	70.8	29.2	-
48. Identify methods of prevention and treatment of common illnesses.		0	9	16	0	25			
		4	9	8	3	24	11	13	-
		16.7	37.5	33.3	12.5	100	45.8	54.2	-
49. Identify conditions that affect physical and mental health.		0	11	22	0	33			
		1	11	11	1	24	21	3	-
		4.2	45.8	45.8	4.2	100	87.5	12.5	-
Average		0	10.4	14.3	0	24.7			
		5.1	10.4	7.2	1.3	24.0	13.7	9.7	0.6
		21.4	43.5	29.8	5.3	100.0	57.1	40.5	2.4

COMPETENCY ASSESSMENT
ACCORDING TO EDUCATORS
(n = 24 Respondents)

X Business and Family Finance Skills

		1 Top Level of Creditability					2 Currently in Your Curriculum		
			Post-Secondary						
Competency		Secondary Education	Years 1 & 2	Years 3 & 4	No Answer	Total	Yes	No	No Answer
50. Identify costs in the operation of a family project and budget resources accordingly.	Weighted mean score:	0	12	12	0	24			
	Number:	3	12	6	3	24	11	11	2
	Percent:	12.5	50.0	25.0	12.5	100	45.8	45.8	8.4
51. Manage and evaluate family budget (e.g., expenses, insurance, savings, use of credit, etc.)		-	12	18	0	30			
		-	12	9	3	24	12	10	2
		-	50.0	37.5	12.5	100	50.0	41.7	8.3
52. Establish a record-keeping system for family income and expenses.		0	12	14	0	26			
		3	12	7	2	24	11	11	2
		12.5	50.0	29.2	8.3	100	45.8	45.8	8.4
53. Deal appropriately with business forms (such as those related to purchasing, taxes, insurance, credit agreements, housing, etc.)		0	9	18	0	27			
		2	9	9	4	24	12	10	2
		8.3	37.5	37.5	16.7	100	50.0	41.7	8.3
54. Maintain good business correspondence practice.		0	8	12	0	20			
		7	8	6	3	24	12	10	2
		29.2	33.3	25.0	12.5	100	50.0	41.7	8.3
Average		0	10.6	14.8	0	25.4			
		3.0	10.6	7.4	3.0	24.0	11.6	10.4	2.0
		12.5	44.2	30.8	12.5	100.0	48.3	43.3	8.4

NEW YORK STATE COLLEGE OF HUMAN ECOLOGY
A STATUTORY COLLEGE OF THE STATE UNIVERSITY
CORNELL UNIVERSITY
ITHACA, NEW YORK 14853

DEPARTMENT OF
CONSUMER ECONOMICS AND PUBLIC POLICY

FEB 14 1975

February 13, 1975

Ms. Ruth S. Nickse
Project Director
Regional Learning Service
405 Oak Street
Syracuse, New York 13203

Dear Ms. Nickse:

I would like to make some general comments on the Home Management Competencies List.

I view home management as basically a process which aims to help families exert control over what happens to them, at least in the home setting. The basic idea is that conscious thought and action will contribute to greater success, hence produce greater satisfaction. In terms of competencies or skills or abilities that contribute to effective management, I would suggest the following:

- skill in analysis
- skill in observation
- skill in choice-making
- skill in communicating
- skill in forecasting
- skill in setting priorities
- skill in controlling plans

All of these skills may be used when a situation is in need of managing. Now items 20 through 26 seem to suggest knowledge of the self is a management competency. I think it contributes to some of the skills I have listed as a resource. However, I do not think it possible to test for knowledge of all the resources one might use in managing a home or do I misunderstand your intent.

Sincerely,

Alice J Davey

Alice J. Davey
Associate Professor

AJD/hp

Enclosures

HUDSON VALLEY COMMUNITY COLLEGE
Troy, New York Telephone (518) 283-1100

James J. Fitzgibbons
PRESIDENT OF THE COLLEGE

February 25, 1975

Ruth S. Nickse,Ph.D.
Regional Learning Services
405 Oak Street
Syracuse, New York 13203

Dear Dr. Nickse:

Under separate cover I have forwarded to you the completed forms which you wanted me to fill out for the RLS Home Management Project.

It is my belief that the majority of items, which you listed, should be offered to all Human Services students beginning with the high school level and going through the four years post graduate level. The younger and inexperienced students, in particular, need repeated exposure to these concepts before they are able to acquire a good grasp of them.

You will note that there were only a very limited number of concepts with which we do not deal. Unfortunately, we are not equipped to do so.

If I can be of any further assistance to you, please feel free to call on me at any time. I want to commend you and your group for so clearly identifying and defining competencies. This certainly is a contribution to the Human Services field.

Sincerely yours,

Arline Lyle

(Mrs.) Arline Lyle, Chairman
Human Services Curriculum

AL:lm

Under the Program of State University • Sponsored by Rensselaer County

FEB 13 1975

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF HUMAN DEVELOPMENT
UNIVERSITY PARK, PENNSYLVANIA 16802

Division of Individual and Family Studies
S-110 Human Development Building

Area Code 814
863-0267

February 11, 1975

Dr. Ruth S. Nickse
Project Director
Coordinator of Assessment
Regional Learning Service of Central New York
405 Oak Street
Syracuse, New York 13203

Dear Dr. Nickse:

First, let me apologize for failing to read your directions carefully. Hence, the erasures.

I found this very difficult to complete with any degree of precision. There were at least two reasons. 1) The competency statements include, in most cases, both knowledge and skills. How does one answer if the curriculum includes knowledge but not skill? 2) Selecting the top educational level for which the competency merits credit was exceedingly difficult. So many of the competencies deal with ongoing, life-time abilities. One never finishes developing goal setting, decision making, or interpersonal skills. Whether credit should be given depends upon what the student has had previously. This may explain why I have marked so many of the items in the 3rd and 4th post secondary years.

I feel unsure of my responses and wonder if you can use them at all. If you could give me further guidance on the interpretation of the items, I'd be glad to try again.

Please convey my best personal greetings to Dr. Charters.

Sincerely yours,

Marjorie M Knoll

Marjorie M. Knoll, Ph.D.
Professor, Family Economics
and Management

MMK:sb
Enclosure

APPENDIX E

SUMMARY OF WEIGHTED SCORES FOR EACH QUESTIONNAIRE

SUMMARY OF
WEIGHTED SCORES FOR EACH QUESTIONNAIRE

I. Home Management Skills (Goal Setting)

				Agencies[3] (n = 29)	
	Competency	Homemakers[1] (n = 20)	Educators[2] (n = 24)	Professionals	Paraprofessionals
1.	Identify desired goals/outcomes. w.s w.s./n*	37 1.85	36 1.57	53 1.89	47 1.62
2.	Assess appropriateness of desired outcomes/goals.	32 1.60	38 1.65	51 1.82	32 1.10
3.	Identify alternative resources necessary to accomplish outcomes/goals.	33 1.65	37 1.61	51 1.82	35 1.30
4.	Identify the sequence and timing of tasks necessary to achieve outcomes/goals.	29 1.45	34 1.62	41 1.46	30 1.07
5.	Assign responsibilities for performing tasks.	33 1.65	36 1.64	47 1.68	16 0.57
6.	Evaluate performance of tasks by providing feedback, rewards, criticism, etc.	33 1.65	39 1.70	50 1.79	38 1.36
	Average	1.64	1.63	1.74	1.17

1. Question and Weighting: Are these competencies Important: (+2); Useful (+1); Unimportant: (-1); No Response: (0).
2. Question and Weighting: What is the top educational level at which you believe the competency would merit credit?
3. Question and Weighting: Are these competencies considered Essential: (+2); Desirable: (+1); Not Needed: (-1); Undesirable: (-2).

---

*w.s. is sum of the individual weighted scores.
w.s./n is sum of weighted scores divided by the number of respondents.

COMPARISON OF WEIGHTED SCORES

II. Decision-Making Skills

					Agencies (n = 29)	
	Competency		Homemakers (n = 20)	Educators (n = 24)	Professionals	Paraprofessionals
7.	Develop ground rules for participating in decision-making.	w.s.	24	36	45	19
		w.s./n*	1.20	1.68	1.61	0.66
8.	Identify appropriate steps in the decision-making process.		12	35	48	19
			0.60	1.59	1.71	0.68
9.	Implement appropriate steps in collective decision-making processes.		16	36	46	23
			0.80	1.64	1.64	0.82
10.	Accept responsibility for decisions.		39	36	45	35
			1.95	1.71	1.61	1.25
	Average		1.14	1.66	1.59	0.83

---

[*] w.s. is sum of the individual weighted scores.
w.s./n is sum of weighted scores divided by the number of respondents.

COMPARISON OF WEIGHTED SCORES

III Interpersonal Relations Skills

	Competency		Homemakers (n = 20)	Educators (n = 24)	Agencies (n = 29)	
					Professionals	Paraprofessionals
11.	Express own feelings and needs.	w.s.	37	28	43	42
		w.s./n*	1.85	1.17	1.59	1.50
12.	Enable others to express feelings and needs.		39	35	50	44
			1.95	1.46	1.79	1.52
13.	Accurately perceive and respond to others' feelings and needs.		38	41	52	48
			1.90	1.71	1.86	1.66
14.	Implement appropriate behaviors with individuals and small groups.		32	42	50	39
			1.60	1.75	1.79	1.44
15.	Identify effective methods of discipline (including self-control).		36	39	46	37
			1.80	1.70	1.64	1.32
16.	Facilitate and establish communication between age, sex, ethnic, racial, or religious groups.		29	43	46	36
			1.45	1.87	1.70	1.29
17.	Identify appropriate roles for individuals of different ages and in different situations.		25	38	40	15
			1.25	1.73	1.48	0.58
18.	Implement appropriate roles in helping others problem solve.		20	41	43	25
			1.00	1.95	1.59	0.93
	Average		1.42	1.66	1.68	1.29

---

[*] w.s. is sum of the individual weighted scores.
w.s./n is sum of weighted scores divided by the number of respondents.

COMPARISON OF WEIGHTED SCORES

IV Understanding Self-Skills

	Competency		Homemakers (n = 20)	Educators (n = 24)	Agencies (n = 29)	
					Profes-sionals	Parapro-fessionals
20.	Identify own	w.s.	35	31	48	50
	abilities.	w.s./n*	1.75	1.35	1.71	1.72
21.	Identify own interests.		33	29	42	47
			1.65	1.21	1.50	1.62
22.	Identify own values and		36	33	48	49
	their order of importance.		1.80	1.50	1.71	1.69
23.	Identify own basic and		35	35	43	39
	strongly-held beliefs.		1.75	1.52	1.59	1.34
24.	Identify own potentials and		32	36	51	46
	opportunities for development.		1.60	1.57	1.82	1.59
25.	Identify own learning needs.		31	37	39	43
			1.55	1.61	1.39	1.48
26.	Identify own goals for self-		33	39	46	46
	improvement.		1.65	1.77	1.64	1.59
	Average		1.68	1.50	1.63	1.58

---

*w.s. is sum of the individual weighted scores.
w.s./n is sum of weighted scores divided by the number of respondents.

COMPARISON OF WEIGHTED SCORES

V Human Development Skills

	Competency		Homemakers (n = 20)	Educators (n = 24)	Agencies (n = 29)	
					Profes-sionals	Parapro-fessionals
27.	Identify the physical, intellectual and emotional needs of individuals at different stages of human development.	w.s.	34	38	50	25
		w.s./n*	1.70	1.58	1.79	0.86
28.	Describe a range of indicators of normal development for individuals.		22	35	44	21
			1.10	1.46	1.57	0.72
29.	Describe some indicators of abnormal development for each stage.		24	37	44	21
			1.20	1.54	1.57	0.72
30.	Describe some major influences on human development.		26	36	47	27
			1.30	1.50	1.68	0.93
31.	Describe how various aspects of development influence each other.		23	37	41	19
			1.15	1.54	1.46	0.66
	Average		1.63	1.53	1.61	0.78

---

[*] w.s. is sum of the individual weighted scores.
w.s./n is sum of weighted scores divided by the number of respondents.

COMPARISON OF WEIGHTED SCORES

VI Community Resources Skills

					Agencies (n = 29)	
	Competency		Homemakers (n = 20)	Educators (n = 24)	Professionals	Paraprofessionals
32.	Describe methods for identifying and evaluating community resources.	w.s. w.s./n*	24 1.20	35 1.67	53 1.89	29 1.00
33.	Use community resources effectively.		28 1.40	38 1.65	54 1.93	37 1.28
34.	Match resources and needs of individuals and family.		31 1.55	35 1.59	49 1.75	25 0.89
35.	Develop appropriate resources where none are available.		22 1.10	41 1.86	47 1.68	5 0.17
	Average		1.31	1.69	1.81	0.83

---

[*] w.s. is sum of the individual weighted scores.
w.s./n is sum of weighted scores divided by the number of respondents.

COMPARISON OF WEIGHTED SCORES

VII Physical Environments Skills

				Agencies (n = 29)	
Competency		Homemakers (n = 20)	Educators (n = 24)	Professionals	Paraprofessionals
36. Identify and evaluate elements which determine the quality of physical environments.	w.s.	25	33	31	19
	w.s./n*	1.25	1.57	1.11	0.66
37. Create physical environments with specified characteristics.		21	38	16	13
		1.05	1.65	0.57	0.45
Average		1.15	1.61	0.84	0.55

---

[*] w.s. is sum of the individual weighted scores.
w.s./n is sum of weighted scores divided by the number of respondents.

COMPARISON OF WEIGHTED SCORES

VIII Goods and Services Skills

				Agencies (n = 29)	
Competency		Homemakers (n = 20)	Educators (n = 24)	Professionals	Paraprofessionals
38. Select goods and services on the basis of careful comparisons of such factors as cost durability, safety,	w.s.	38	24	34	31
reliability, etc.	w.s./n*	1.90	1.09	1.21	1.07
39. Use goods and services safely		38	20	34	45
and efficiently.		1.90	0.91	1.21	1.55
40. Repair or provide for the		34	18	-1	16
repair of goods.		1.70	0.90	-0.04	0.55
41. Maintain or provide for the		37	17	2	14
maintenance of goods.		1.85	0.85	0.07	0.50
42. Negotiate the purchase, exchange, or sale of goods		37	19	9	-1
and/or services.		1.85	0.95	0.33	-0.04
Average		1.84	0.94	0.57	0.73

---

[*] w.s. is sum of the individual weighted scores.
w.s./n is sum of weighted scores divided by the number of respondents.

COMPARISON OF WEIGHTED SCORES

IX Home Health Care Skills

	Competency		Homemakers (n = 20)	Educators (n = 24)	Agencies (n = 29)	
					Professionals	Paraprofessionals
43.	Plan and prepare meals that meet requirements for good nutrition.	w.s.	39	21	21	38
		w.s./n*	1.95	1.00	0.78	1.36
44.	Apply simple first aid techniques.		40	20	28	40
			2.00	0.87	1.00	1.38
45.	Identify hazardous conditions and employ preventive safety measures.		38	21	35	40
			1.90	0.91	1.25	1.43
46.	Recognize the need for professional medical and emergency resources.		40	25	48	51
			2.00	1.04	1.71	1.76
47.	Observe and report situations clearly and accurately.		37	28	51	53
			1.85	1.17	1.82	1.83
48.	Identify methods of prevention and treatment of common illnesses.		37	25	33	36
			1.85	1.19	1.22	1.24
49.	Identify conditions that affect physical and mental health.		39	33	49	39
			1.95	1.43	1.75	1.34
	Average		1.93	1.09	1.37	1.48

---

[*] w.s. is sum of the individual weighted scores.
w.s./n is sum of weighted scores divided by the number of respondents.

COMPARISON OF WEIGHTED SCORES

X Business and Family Finance Skills

				Agencies (n = 29)	
Competency		Homemakers (n = 20)	Educators (n = 24)	Professionals	Paraprofessionals
50. Identify costs in the operation of a family project and budget resources accordingly.	w.s.	34	24	47	37
	w.s./n*	1.70	1.14	1.68	1.28
51. Manage and evaluate family budget.		37	30	46	34
		1.85	1.43	1.64	1.17
52. Establish a record-keeping system for family income and expenses.		24	26	34	22
		1.20	1.18	1.26	0.76
53. Deal appropriately with business forms.		35	27	41	28
		1.75	1.35	1.46	0.97
54. Maintain good business correspondence practice.		27	20	43	13
		1.35	0.95	1.54	0.45
Average		1.57	1.21	1.52	0.92

---

[*] w.s. is sum of the individual weighted scores.
w.s./n is sum of weighted scores divided by the number of respondents.

APPENDIX F

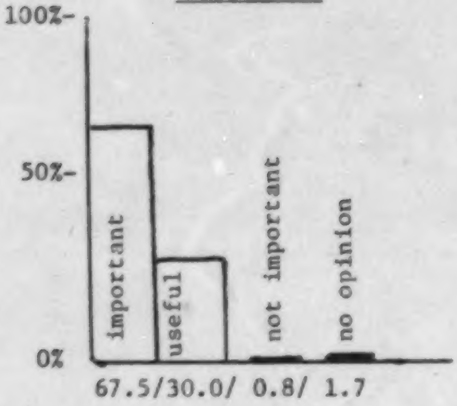
DISTRIBUTION OF RESPONSES FROM EACH SAMPLE FOR EACH SET OF COMPETENCIES

DISTRIBUTION OF RESPONSES* FROM EACH SAMPLE FOR EACH SET OF COMPETENCIES

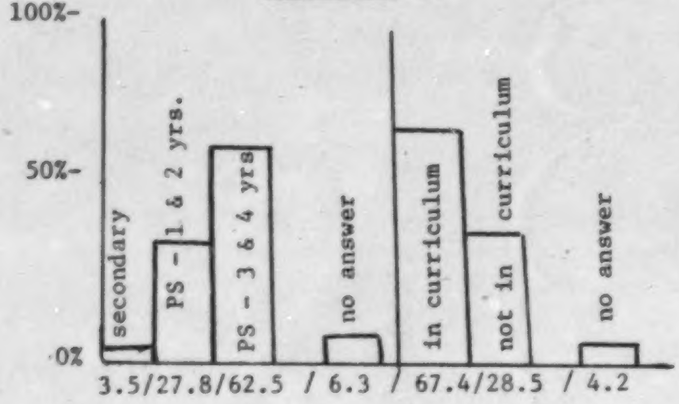
(All numbers are expressed as percentages)

I. Home Management Skills (Goal Setting)

Homemakers[1]

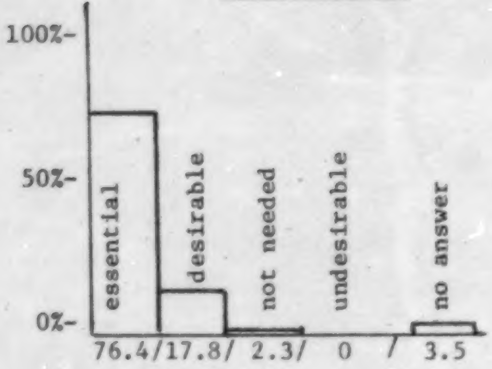


Educators[2]

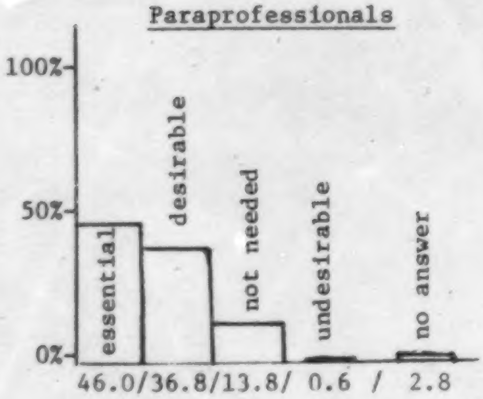


Agencies[3]

Professionals



Paraprofessionals



*Responses were to questionnaires which were different in design, format, and intent.

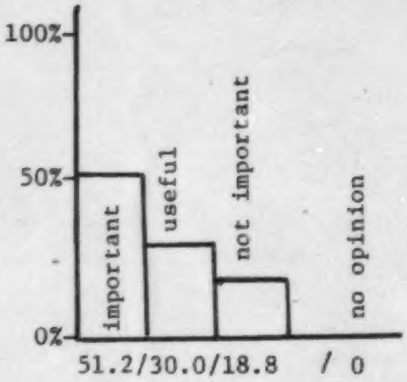
1. Are these competencies Important, Useful, Unimportant, in home management?
2. (1) What is the top educational level at which you believe the competency would merit credit? (2) Is this competency an objective in your curriculum?
3. Are these competencies considered Essential, Desirable, Not Needed, Undesirable, for professionals and paraprofessionals in your organization?

DISTRIBUTION OF RESPONSES FROM EACH SAMPLE
FOR EACH SET OF COMPETENCIES

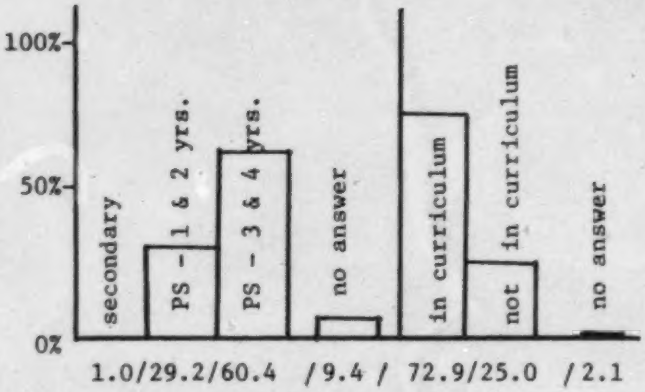
(All numbers are expressed as percentages)

II. Decision-Making Skills

Homemakers

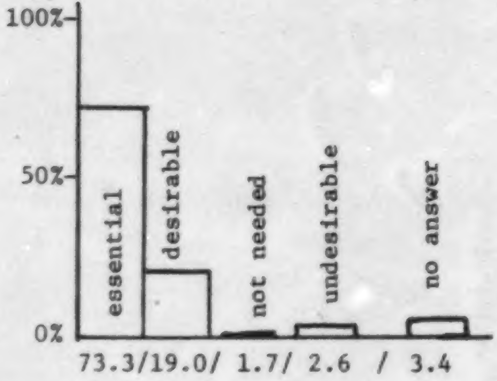


Educators

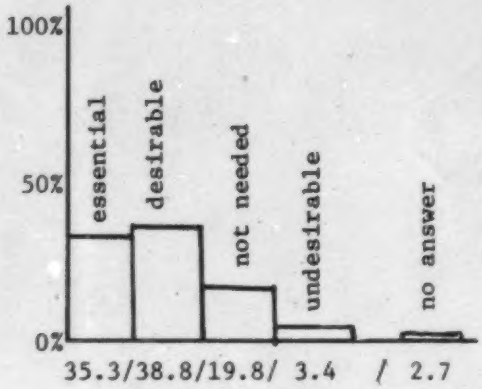


Agencies

Professionals



Paraprofessionals

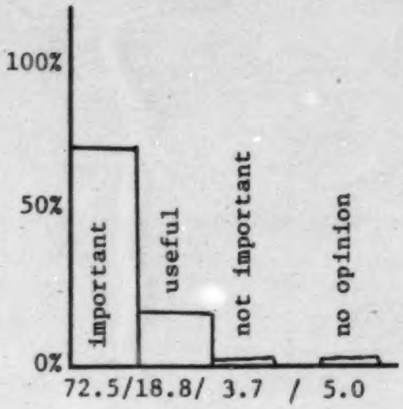


DISTRIBUTION OF RESPONSES FROM EACH SAMPLE FOR EACH SET OF COMPETENCIES

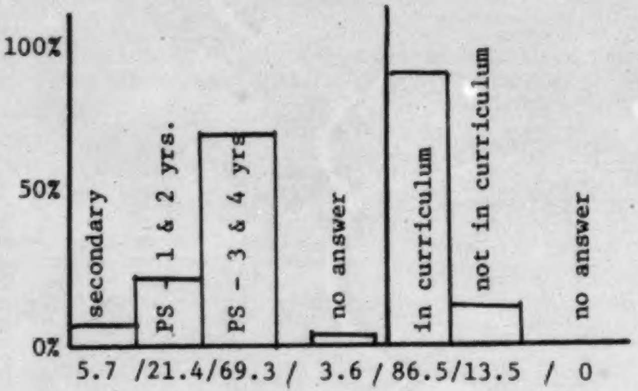
(All numbers are expressed as percentages)

III. Interpersonal Relations Skills

Homemakers

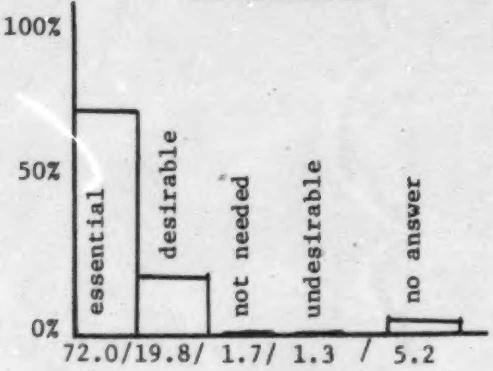


Educators

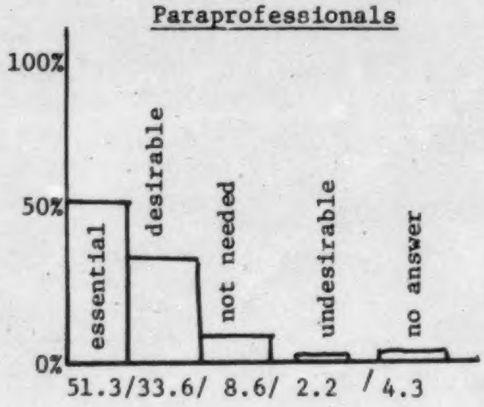


Agencies

Professionals



Paraprofessionals

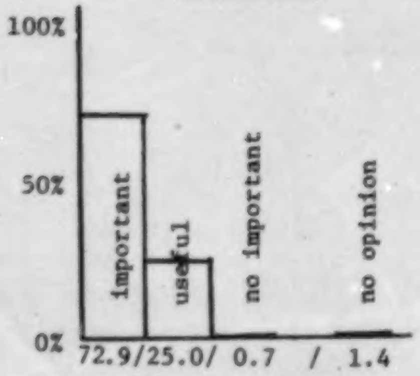


DISTRIBUTION OF RESPONSES FROM EACH SAMPLE FOR EACH SET OF COMPETENCIES

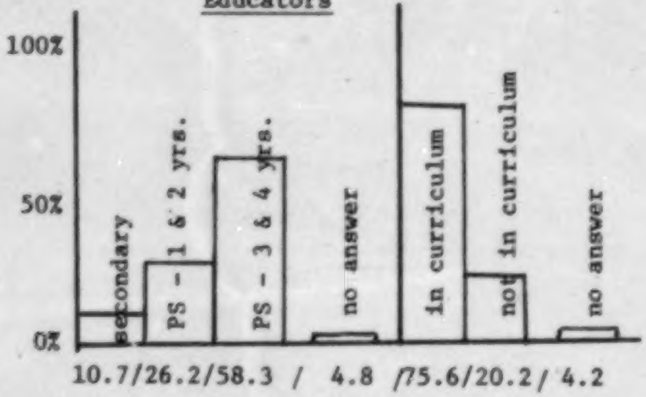
(All numbers are expressed as percentages)

IV. Understanding Self-Skills

Homemakers

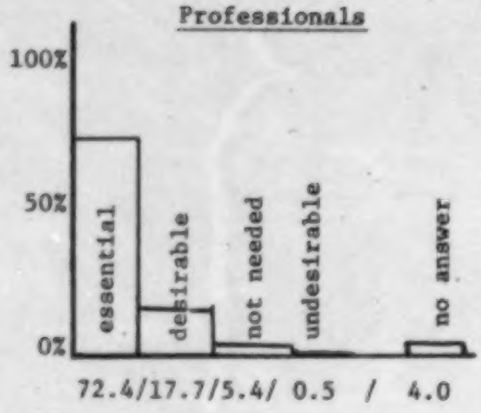


Educators

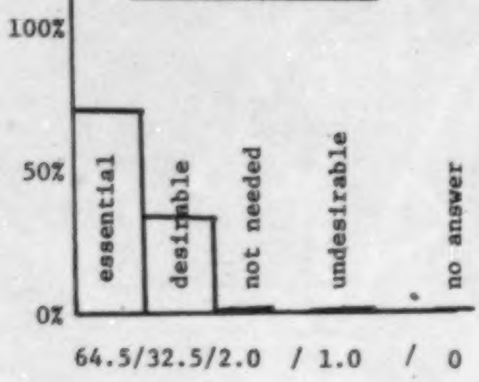


Agencies

Professionals



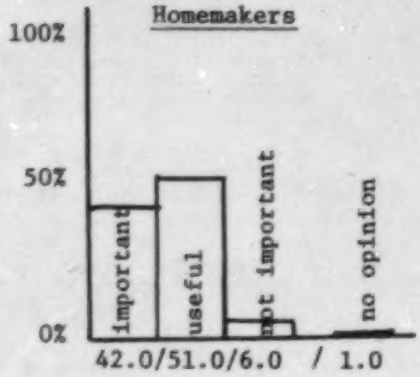
Paraprofessionals

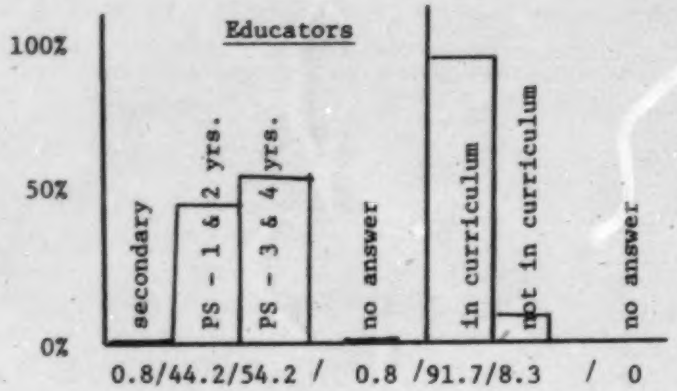


DISTRIBUTION OF RESPONSES FROM EACH SAMPLE FOR EACH SET OF COMPETENCIES

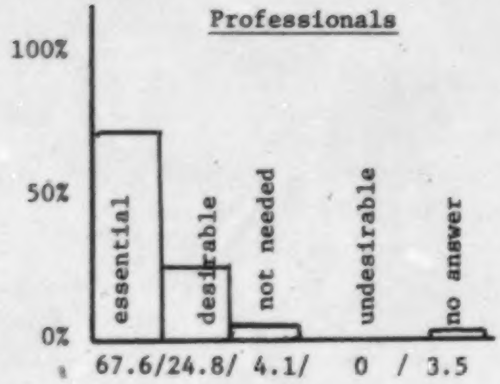
(All numbers are expressed as percentages)

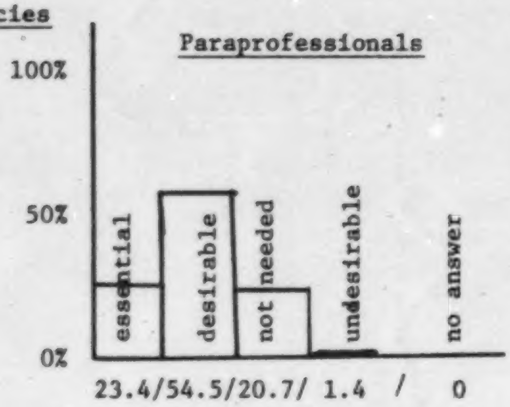
V. Human Development Skills


Homemakers


Educators

Agencies


Professionals

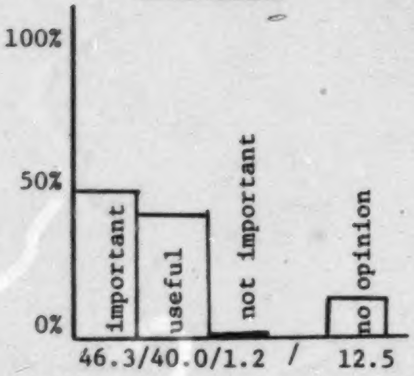

Paraprofessionals

DISTRIBUTION OF RESPONSES FROM EACH SAMPLE FOR EACH SET OF COMPETENCIES

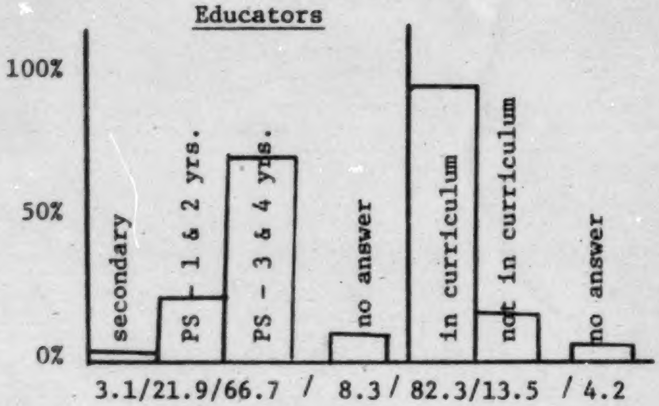
(All numbers are expressed as percentages)

VI. Community Resources Skills

Homemakers

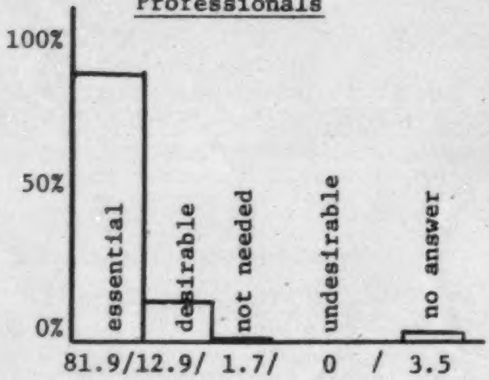


Educators

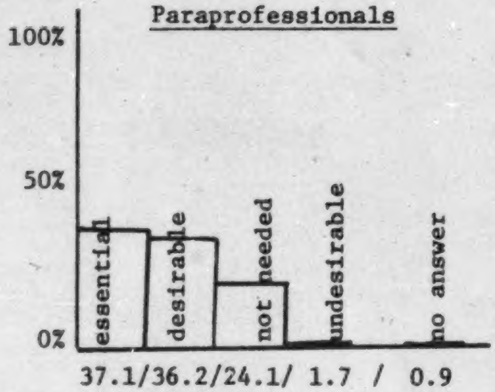


Agencies

Professionals



Paraprofessionals

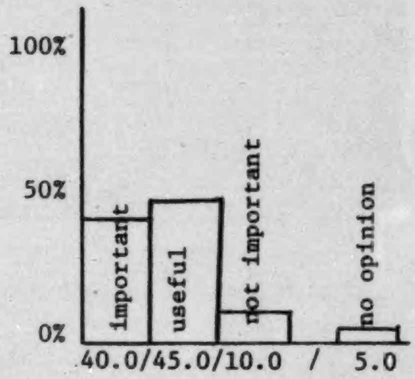


DISTRIBUTION OF RESPONSES FROM EACH SAMPLE FOR EACH SET OF COMPETENCIES

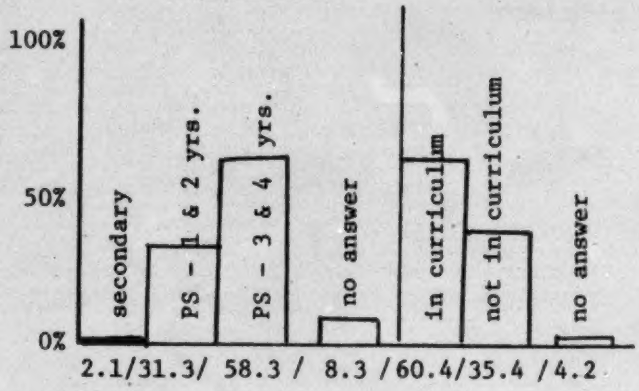
(All numbers are expressed as percentages

VII. Physical Environment

Homemakers

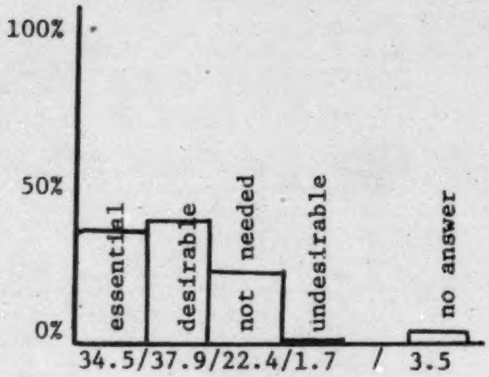


Educators

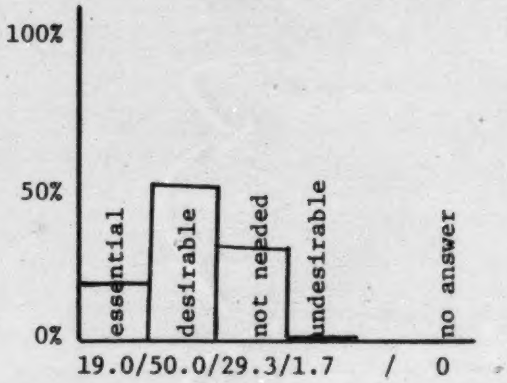


Agencies

Professionals



Paraprofessionals

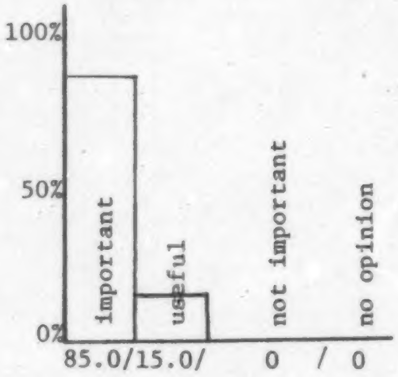


DISTRIBUTION OF RESPONSES FROM EACH SAMPLE
FOR EACH SET OF COMPETENCIES

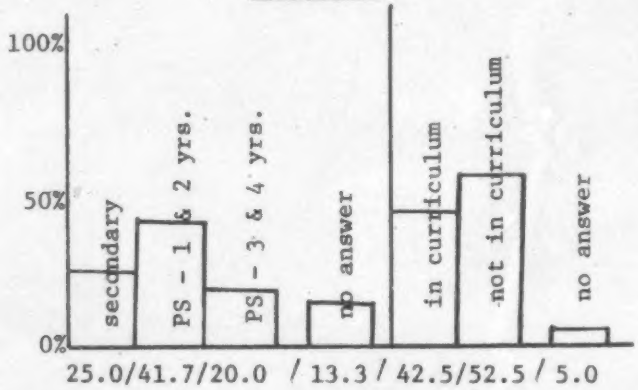
(All numbers are expressed as percentages)

VIII. Goods and Services Skills

Homemakers

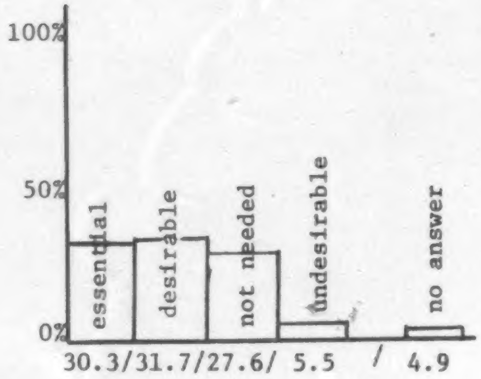


Educators

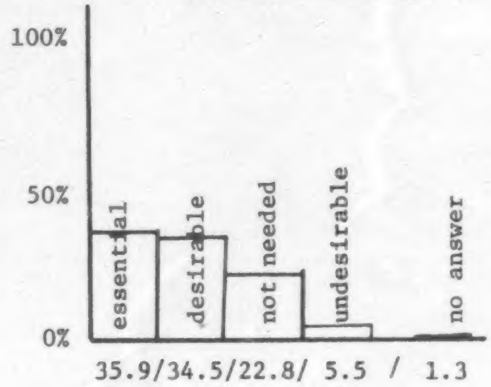


Agencies

Professionals



Paraprofessionals

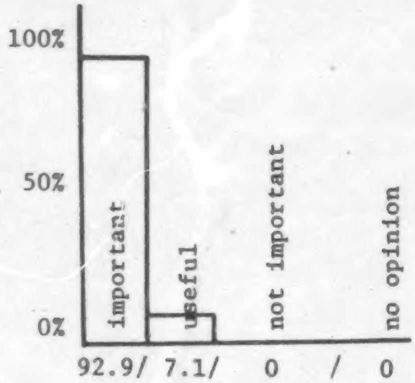


DISTRIBUTION OF RESPONSES FROM EACH SAMPLE FOR EACH SET OF COMPETENCIES

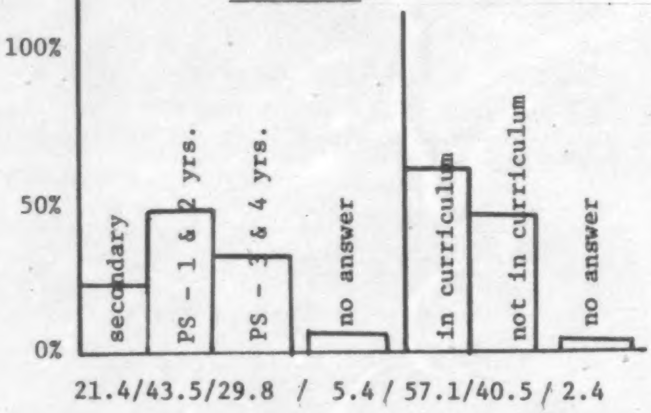
(All numbers are expressed as percentages)

IX. Home Health Care Skills

Homemakers

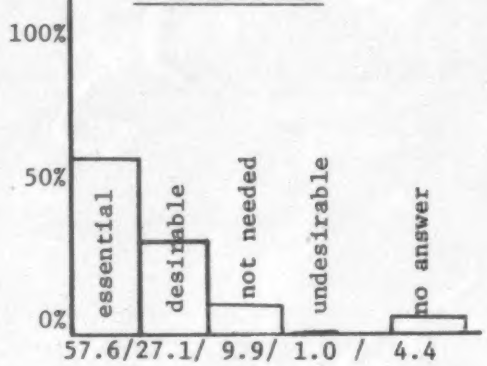


Educators

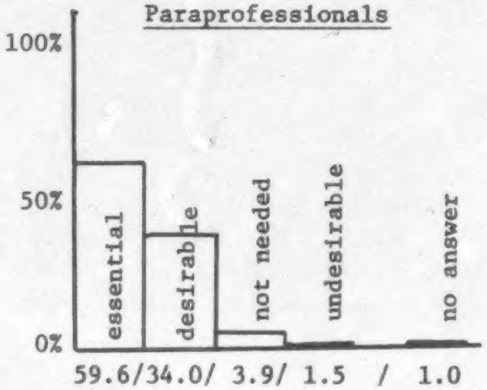


Agencies

Professionals



Paraprofessionals

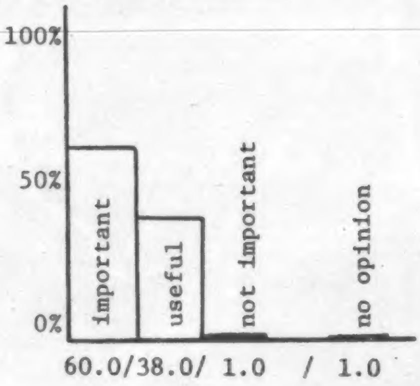


DISTRIBUTION OF RESPONSES FROM EACH SAMPLE FOR EACH SET OF COMPETENCIES

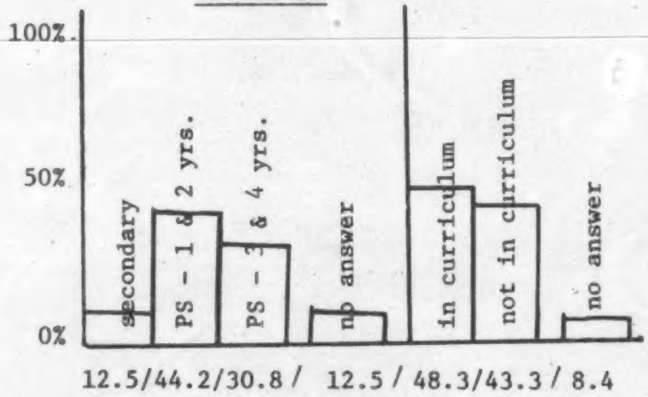
(All numbers are expressed as percentages)

X. Business and Family Finance Skills

Homemakers

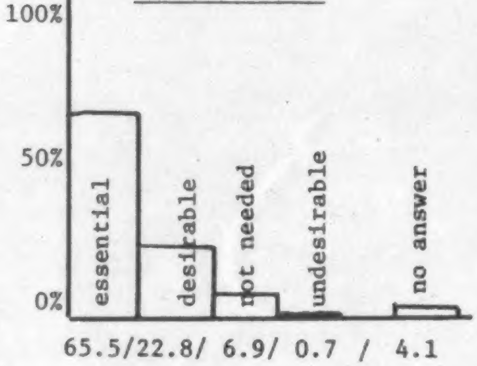


Educators

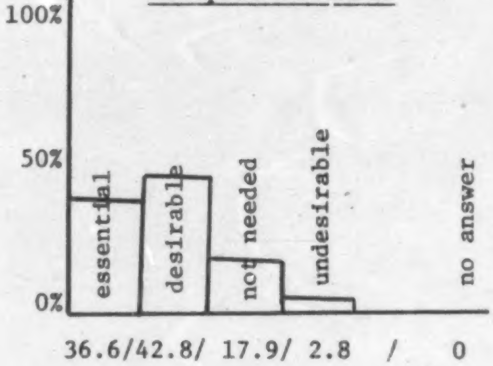


Agencies

Professionals



Paraprofessionals



APPENDIX G

FIRST DRAFT
HOME MANAGER COMPETENCIES

ORIGINAL DRAFT

HOME MANAGEMENT COMPETENCIES

HEALTH--is able to:

1. Create conditions in the home that positively affect the development and maintenance of good physical and mental health.
2. Provide appropriate home health care.
3. Plan for good family nutrition.
4. Plan for safety in given situations.
5. Identify common illnesses, preventative measures, and treatment.
6. Use good judgment, available resources and appropriate skills in administering first aid.

BUSINESS AND FINANCE--is able to:

7. Identify costs in the operation of family projects and budget resources accordingly.
8. Manage and evaluate family budget (e.g., expenses, insurance, savings, use of credit, etc.)
9. Deal appropriately with business forms such as those related to purchases, taxes, insurance, credit agreements, housing, etc.
10. Establish a record-keeping system for family income and expenses.
11. Maintain good business correspondence practice.
12. Negotiate with community agencies, institutions, and organizations for purposes of acquiring financial assistance (e.g., banking, welfare, rehabilitation, health care).

PLANNING AND DECISION-MAKING (including long- and short-term goals)--is able to:

13. Develop ground rules for participating in decision-making.
14. Identify and cultivate appropriate techniques for group participation in decision-making activities.
15. Accept responsibility for decisions.

PLANNING AND DECISION-MAKING (Cont'd)--is able to:

16. Identify different values or interests which suggest different goals.

17. Evaluate the appropriateness of goals as well as the feasibility of attaining them.

18. Choose appropriate goals with awareness of the potential conflicts and costs involved in the choice.

19. Recognize, plan for, and utilize resources that lead to goal attainment.

20. Recognize the appropriate time to begin action towards goals.

21. Evaluate progress towards goals.

22. Change goals or means where appropriate.

SELF-KNOWLEDGE--is able to:

23. Identify own abilities.

24. Identify own interests.

25. Identify own values and their order of importance.

26. Identify own basic and strongly held beliefs.

27. Identify own potentials and opportunities for development.

28. Identify own learning needs.

29. Identify own goals for self-improvement.

INTERPERSONAL RELATIONS IN FAMILY AND COMMUNITY--is able to:

30. Recognize conflict situations.

31. Identify sources of conflict in a given situation.

32. Identify consequences of conflict situations.

33. Identify and evaluate alternative resolutions to conflict situations.

34. Identify resources available for conflict resolution.

35. Implement effective strategies for conflict resolution.

36. Identify appropriate behaviors to help others deal with such emotions as grief, joy, frustration, accomplishment, etc.

37. Identify effective methods of correction (including helping others to develop self-control).

INTERPERSONAL (Cont'd.)--is able to:

38. Advocate positions of others effectively.

39. Identify methods of expressing own feelings and getting others to express theirs.

40. Implement appropriate behaviors with individuals and small groups to communicate such things as support, correction, advocacy, expression of feelings, etc.

41. Facilitate and help establish communication between age, sex, ethnic, racial or religious groups.

42. Identify roles and relevant aspects of roles in interpersonal situations (for example: "peacemaker" listens to combatants, identifies and weighs issues, advises, etc.)

LEGAL RIGHTS AND RESPONSIBILITIES--is able to:

43. Identify consumer rights and sources of consumer protection.

44. Identify legal resources available in the community.

45. Identify civil rights of the individual.

46. Identify everyday legal responsibilities of the individual.

ENVIRONMENT--is able to:

47. Develop and adapt physical environment in home to family needs (e.g., space, light, color, design, location, comfort, tranquility, etc.)

48. Evaluate environments outside home for suitability for individual or family activities.

49. Locate and access community leisure resources (e.g., music, art, theatre, sports, crafts, etc.)

50. Locate and use community resources for addressing environmental problems.

51. Transmit information and involve others in a concern for pleasant, healthful environments.

(Continued)

TASK ANALYSIS AND DELEGATION OF RESPONSIBILITY--is able to:

52. Identify outcomes of a given situation.

53. Identify tasks to be accomplished in order of importance to achieve desired outcomes.

54. Identify skills, information and other resources necessary to perform the tasks.

55. Identify those persons who have, or can readily acquire, the skills and information to accomplish tasks.

56. Delegate to individuals or group responsibility for accomplishing the tasks and instruct appropriately.

57. Evaluate performance of tasks and provide feedback, rewards and constructive criticism where appropriate.

RESOURCES (local, state, national, international)--is able to:

58. Describe methods for identifying and evaluating a variety of services available to community.

59. Use community resources effectively.

60. Match resources and needs.

61. Develop appropriate resources where none are available.

GOODS & SERVICES--is able to:

62. Select goods and services on the basis of careful comparisons of such factors as cost, durability, safety, reliability, etc.

63. Use goods and services efficiently and safely.

64. Repair or provide for the repair of goods.

65. Maintain or provide for maintenance of goods.

66. Negotiate the purchase, exchange, or sale of goods or services.

67. Channel appropriate comments about the quality or availability of goods and services.

(Continued)

HUMAN DEVELOPMENT--is able to:

68. Identify the physical, intellectual and emotional needs of individuals at different stages of human development.

69. Identify a range of indicators of normal development for individuals.

70. Identify some indicators of abnormal development for each stage.

71. Identify some major influences on human deveopment.

72. Identify how various aspects of development influence each other.

APPENDIX H

MEMBERS OF THE CAEL ASSEMBLY AS OF DECEMBER 1974

Members of the CAEL Assembly as of December 1974 *

ACTION, DC
Alderson-Braddus College, WV
Allegheny College, PA
Alverno College, WI
American Association of Community and Junior Colleges (Project for Service Learning), DC
Antioch College, OH
Appalachian State University, NC
Assumption College, MA
Augustana College, SD
Berea College, KY
Bergen Community College, NJ
Bethel College, KS
Black Hawk College, IL
Board for State Academic Awards, CT
Brookdale Community College, NJ
Broward Community College, FL
Bunker Hill Community College, MA
Capital Higher Education Service, CT
California State Universities and Colleges, CA
California State University at Chico, CA
California State College at Dominquez Hills, CA
California State University at Fresno, CA
California State University at Los Angeles, CA
Chapman College, CA
City Colleges of Chicago, IL
Coker College, SC
College of New Rochelle, NY
The College of Saint Rose, NY
Columbia State Community College, TN
Community College of the Air Force, TX
Community College of Vermont, VT
The Consortium—California State Universities and Colleges, CA
Creighton University, NE
Culver-Stockton College, MO
CUNY Baccalaureate Program, NY
Delaware County Community College, PA
DePaul University, IL
Drake University, IA
Dyke College, OH
East Central College Consirtium, OH
Eastern Illinois University, IL
Edinboro College, PA
Elmhurst College, IL
El Paso Community College, TX
Empire State College, NY
Everett Community College, WA
Evergreen State College, WA
Florida International University, FL
Florida Jr. College at Jacksonville, FL
Fordam University, NY
Fort Wright College, WA
Framingham State College, MA
Friends University, KS
Friends World College, NY
Governors State University, IL
Hartwick College, NY
Huntington College, AL
Illinois Board of Higher Education, IL
Illinois State University, IL
Jersey City State College, NJ
Johnston College—University of Redlands, CA
J. Sargeant Reynolds Community College, VA
Justin Morrill College—Michigan State University, MI
Kentucky State University, KY
La Guardia Community College of CUNY, NY
LaVerne College, CA
Lehigh County Community College, PA
Lincoln Open University, IL
Lone Mountain College, CA
Luzerne County Community College, PA
Macalester College, NM
Madonna College, MI
Mahattan College, NY
Mars Hill College, NC
Massachusetts State College System, MA
Memphis State University, TN
Minnesota Metropolitan State College, MN
Montana State University, MT
Montclair State College, NJ
Moorhead State College, MN
Mount Union College, OH
National Center for Public Service Internship Programs, DC
Newark College of Engineering, NJ
New College—University of Alabama, AL
New England Center of Continuing Education, NH
North Central College, IL
Northeastern Illinois University, IL
Northern Illinois University, IL
Notre Dame College, MO
Oakland University, MI
Ohio University, OH
Our Lady of Angels College, PA
Pace University, NY
Pennsylvania Department of Education, PA
Peralta College for Non-Traditional Study, CA
Princeton University, NJ
Ramapo College of New Jersey, NJ
Regents Statewide University—University of Wisconsin System, WI
Regional Learning Service of Central New York, NY
Richmond College of CUNY, NY
Rockland Community College, NY
Roosevelt University, IL
Sacred Heart University, CT
St. Olaf College, MN
St. Thomas Aquinas College, NY
San Francisco State University, CA
Shaw University, NC
South Central Community College, CT
Southeastern Massachusetts University, MA
Southern Illinois University at Carbondale, IL
Southern Oregon College, OK
State Technical Institute at Memphis, TN
State University College at Brockport, NY
State University College at Buffalo, NY
State University College at Plattsburgh, NY
Staten Island Community College, NY
Sterling College, KS
Stevens Institute of Technology, NJ
Suomi College, MI
Susquenhanna University, PA
Syracuse University, NY
Temple University, PA

*See May 1975 addendum on reverse side.

continued over...

Texas Christian University, TX
Texas Southern University, TX
Thomas A. Edison College, NJ
Union for Experimenting Colleges and
  Universities, OH
Universidad Boricua, DC
University of Akron, OH
University of Arkansas, AR
University of California at Los Angeles, CA
University of Chicago, IL
University of Cincinnati, OH
University of Colorado, CO
University of Dayton, OH
University of Evansville, IN
University of Illinois at Chicago Circle, IL
University of Kansas, KS
University of Kentucky, KY
University of Maine at Augusta, ME
University of Massachusetts at Amherst, MA
University of Massachusetts at Boston, MA
University of Missouri, MO
University of Nebraska, NE
University of New Hampshire, NH
University of North Carolina at Greensboro, NC
University of Oregon, OR
University of Pennsylvania, PA
University of San Francisco, CA
University of Tennessee, TN
University of Texas at Dallas, TX
University of Texas of the Permian Basin, TX
Up-With-People, AR
Urbana College, OH
Valencia Community College, FL
Virginia Commonwealth University, VA
Virginia Polytechnic Institute and State
  University, VA
Washington International College, DC
Washington University, MO
Wayne State University, MI
Webster College, MO
Western New England College, MA
Whatcom Community College, WA
Wichita State University, KS
William Rainey Harper College, IL

Addendum to December 1974 list—May 1975

The American College, PA
Barat College, IL
Columbia College, MO
The Johns Hopkins University, MD
North Carolina Agricultural & Technical
  State University, NC
St. Louis University, MO
Salem State College, MA
Stephens College, MO
University of Maryland, MD